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AUTHOR Jerome, Christine, Ed.
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ABSTRACT

The informal, descriptive portraits of 11 career education programs are based on visits from November to February 1974-75, and reports by program staff, teachers, students, parents, and business and community organizations involved with the programs. Individual characteristics of the programs are described as well as general information regarding staff, funds, major features, community, district, outline, implementation, development, and current status. Programs include: Career Education Project, Roosevelt School District No. 66, Phoenix, Arizona, career education curriculum development; Comprehensive Career Education Project, Los Angeles, California, five career education district programs; Orange County Consortium--Career Education Project, Orange, California, district career education model; Advocates for Women, San Francisco, California, job centers for women; Operation SER, Santa Ana, California, representing a national job development organization for Spanish speaking; Minnesota Metropolitan State College, St. Paul, Minnesota, competency based degree program; Exemplary Project in Career Education, Bismarck, North Dakota, World of Work model for district; Community Experiences for Career Education, Tigard, Oregon, alternative high school; Urban Career Education Center, Philadelphia, Pennsylvania, alternative school setting for dropouts and potential dropouts; SPAN (Start Planning Ahead Now) Program, Memphis, Tennessee, city school system career education development; Career Education/Environmental Studies Project, Wilmington, Vermont, elementary school program. (LH)

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Eleven Career Education Programs

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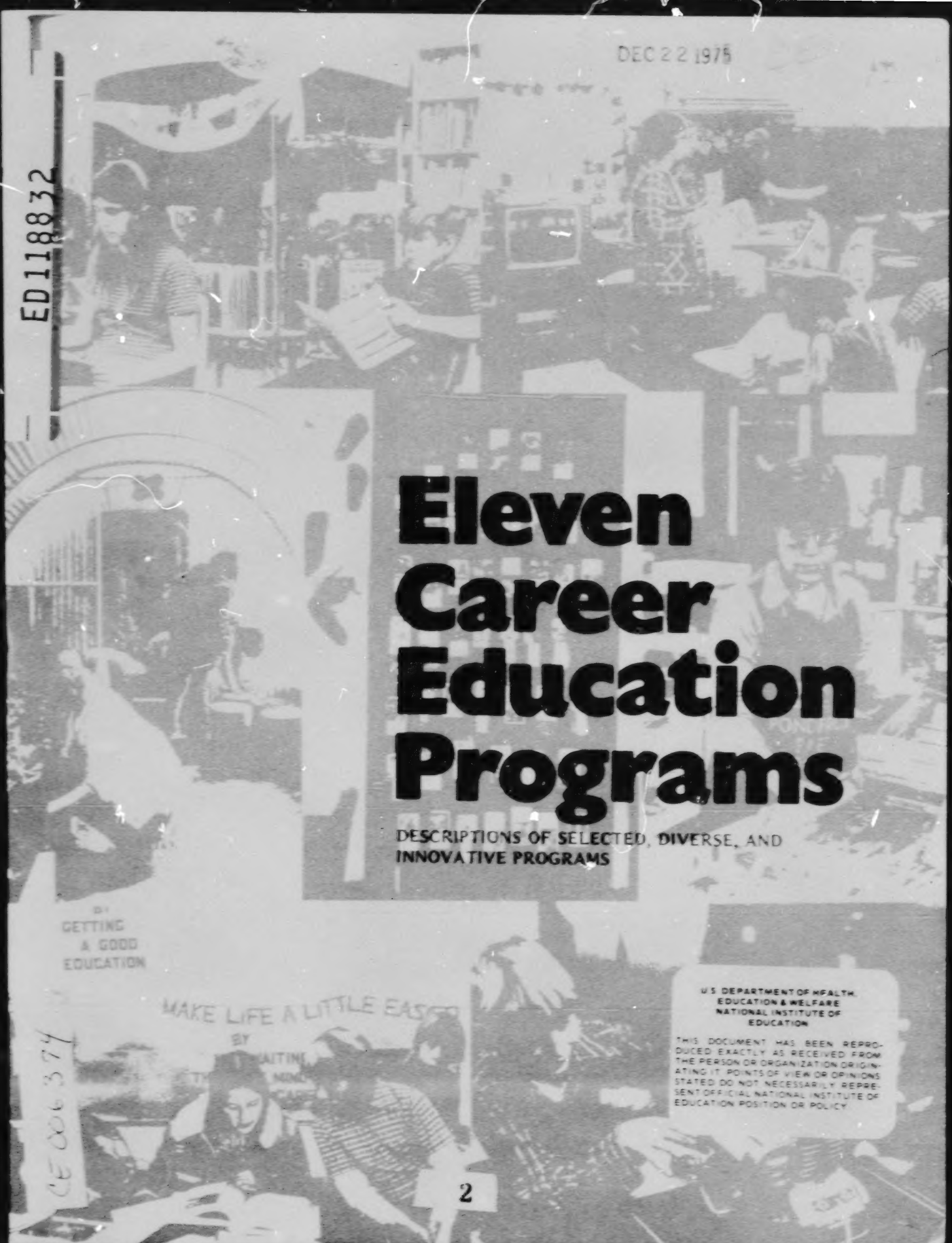

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Eleven Career Education Programs

DESCRIPTIONS OF SELECTED, DIVERSE, AND INNOVATIVE PROGRAMS

Project Director	Kathryn D. Hewett
Review Staff	Dorina D. Warner
	Peter Wolff
Consulting Editor	Christine Jerome
NIE Contract Monitor	Tory Cowles

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PREFACE

These descriptions were written to increase awareness of innovative career education practices. Their purpose is to provide informal, descriptive portraits of diverse programs as they have been developed, are operating, and are changing. The studies were based on visits to programs from November to February 1974-75 and represent the status of programs at that time. These studies are not intended to be evaluations of the programs, nor guides to replication of these programs at other sites.

Information in these studies is based on reports by program staff, teachers, students, parents, and staff of business or community organizations associated with the program. We thank them for their time and cooperation. Nevertheless, conclusions and interpretations of information are those of the authors acting as reporters and observers; they are not necessarily those of the National Institute of Education, nor those of our informants.

Descriptions have been reviewed by a number of people. Program staff at each site gave valuable time to provide information during site visits and to review the completed studies. Consultants to this project, Dr. Marla Peterson, Joel Smith, and Dr. Gordon Swanson provided helpful review of individual studies. In addition, Peter Wolff, the Abt Associates Inc. technical reviewer for the project, provided guidance and editorial assistance.

Career Education Project
Roosevelt School District No. 66
Phoenix, Arizona

Principal Author: Mary Ann Jimenez

IN BRIEF

Career Education Project
Roosevelt School District No. 66
6000 South 7th Street
Phoenix, Arizona 85040

Dr. Norma Richardson, Director
Shirley Iaquinto, Coordinator

Project originated September 1971

Project Staff:

Director (¼ time)
Coordinator
Resource Teachers (2)
Media Specialist
Community Coordinator
On-site Coordinators (13) 50 hours per 10 months
Secretary

School staff involved: Principals, teachers, site coordinators (13) in 10 elementary schools (K-6) and 3 junior high schools (7-8)

Students involved: 10,500 students in district elementary and junior high schools

Funds:

State of Arizona Department of Education	$12[illegible]000
20% matching in-kind resources Roosevelt school district	space, services of district audiovisual, printing, and transportation staff

Major Features:

Mini-grants available for short-term, special interest projects for classes K-8.
Mini-courses taught by community instructors
Resource Teachers for coordination of career education activities
Organized program of field trips and community resource visitors
Demonstration Schools and Model Classrooms

The Community and district:

Roosevelt School District #66 serves South Phoenix, a racially mixed community with little industry, high unemployment and a large low-income population. The district's 10 elementary schools and 3 junior high schools are mixed almost equally with Spanish-speaking, Anglo, Black students.

In the sprawling desert community of Phoenix, Arizona, where local people describe self-reliance and independence as cardinal virtues, educators in Roosevelt School District are creating their own brand of career education. Located in South Phoenix, the school district is separated from the more affluent central and northern sections of the city by the Salt River and Interstate 10. Roosevelt School District covers 36 square miles of cotton fields, orange groves, palm trees, and the kind of subtly beautiful desert that draws visitors from all over the country to the northern area of the city. People in South Phoenix see few tourists, however; they're engaged in a struggle for economic survival.

A paucity of industry, high unemployment, a multitude of single-parent and welfare families and the hopelessness that fosters significant school dropout rates are facts of life in South Phoenix. Agriculture and the business geared to a low-income population provide most of the jobs available in this area, which is both geographically and socially isolated from the rest of the city. A racially mixed community, South Phoenix has in recent years experienced the familiar syndrome of white flight, resulting in what is now a balanced community of approximately one-third white, one-third black, and one-third Chicano residents. Housing ranges from the shacks of those at the bottom of the economic heap (often migrant workers) to seemingly endless rows of squat, stucco homes and an occasional imposing old mansion harking back to the turn of the century, when cattle barons controlled outlying Phoenix.

Roosevelt School District serves 10,500 students in ten elementary, three junior high schools (grades 7 and 8) and one facility for the trainable mentally handicapped. The strengths and problems of the school district are a mirror image of the community's. The schools are well integrated (approximately 38% Spanish-surname, 37% black and 25% white) and there is a good degree of racial harmony and mutual support. Bilingual education in grades K through 2 in seven elementary schools is a demonstration of the cooperation at work among ethnic groups. But the district's low tax base has meant limited funds for facilities, and many schools in the district operated on double sessions for many years. Recently RSD instituted

year-round classes in half its schools to accommodate all students in full-day sessions. Although this new schedule has been in operation only a year, it seems to have met with enthusiastic support from the community, teachers and students. Credit for this solution to the overcrowding problems goes primarily to District Superintendent Russell Jackson whose support of realistic educational change has encouraged the current emphasis on career education.

In 1971, when the Arizona legislature appropriated money for the development of career education throughout the state, Roosevelt School District was one of the first to submit a proposal and receive funding. It is the only single elementary district in the state so funded; most other grant recipients are county or city-wide districts. RSD administrators seized this opportunity as a means of giving students practical skills, a broadened sense of career possibilities, and a healthy dose of the self-esteem they saw being eroded by the unemployment-and-welfare cycle. Apathy -- often justified by the reality of the South Phoenix life -- led youngsters to drop out after the eighth grade despite an open enrollment plan allowing students to attend any high school in the city. The challenge, then, was to reverse this pattern by making school more interesting -- and demonstrably <u>useful</u> -- for South Phoenix students.

In designing the project, Dr. Norma Richardson, district director of grants management, came up with an idea to get students and community people together around common interests: mini-courses taught by local people. As a central activity of the project's first year, students and teachers set out to identify what they were interested in learning. With the help of career education staff, community people with matching interests were located and helped to develop mini-courses which they taught in the school. Simultaneously, the project provided for recognition of "model" classrooms with teachers who demonstrated initiative and creativity in integrating career education concepts into their activities. Many of the innovative measures for stimulating teacher and student involvement are used as prototypes for inclusion in other state career education proposals.

Today all 13 schools in the district are participating on a budget of $120,000 from the state of Arizona's career education funds. Mini-courses are still an important part of the project -- primarily for sixth, seventh,

and eighth-graders. But the concept of short-term, special-interest projects extends all the way to kindergarten, made possible by mini-grants to teachers and groups of teachers for such projects. Changes in the project have been few; new goals for involving more students and planning different activities are added each year in application for funds. Most changes, however, have concerned staff, including use of central Resource Teachers, this year, and the use of on site coordinators in each school to help central staff reach teachers who need assistance.

The Project in Outline

By 1975, the district had developed a vital career education program by doing what has proved so difficult elsewhere in the country -- by involving its teachers. RSD's emphasis has been on getting career education concepts into classrooms as quickly as possible by enlisting teacher support, a strategy based on the conviction -- largely borne out in Phoenix -- that teachers have an intuitive sense of what their students need and the creativity and ingenuity to respond to those needs.

The program is spearheaded by the Career Education Office, a staff which includes two resource teachers, a media specialist, and a community coordinator, under the direction of Coordinator Shirley Iaquinto. Former teachers themselves, staff are sympathetic to the stresses of the classroom and work in a low-key style, offering their resources and conducting a public relations campaign for the career education concept. These people emphasize that no one expects grade-school children to learn a trade or choose a career, but they maintain that you're never too young to begin tuning in to your own talents and interests and learning to relate what you do in school to the grown-up world of work. Bring real-life activities into your classroom, staff tell their teachers, and your students will sit up and take notice.

The program has an active Advisory Board and two committees of dedicated teachers who help spread the career education word in their own elementary and junior high schools. In keeping with its low-key style, the Career Education Office prefers not to impose its ideas on teachers, but rather tries to make it easy for teachers to participate by offering three kinds of approaches:

- teachers can generate their own career education activity ideas, write proposals, and receive individual mini-grants to make those ideas work;

- teachers can use standardized materials and audiovisual equipment furnished by the Career Education Office, and can field-test new curriculum;
- community members are available to teach mini-courses in classrooms, while community businesses provide work-exposure opportunities.

Career Education staff back up these teacher options with a Resource Directory, well-equipped central and in-school media centers, a teacher newsletter, and specialists who alert teachers to what's available for their use. A favorite tool for introducing the career education concept to teachers and the community is the Arizona Career Education Clearinghouse literature entitled "The Three R's — Plus Career Education." Coordinators in each school help the Resource teachers reach teachers who can use assistance.

Salaries for the Career Education staff make up nearly half of the project's $120,000 budget for 1974-75. Roughly 20% (or $23,000) is earmarked for materials and supplies for media centers; some $3,000 of this stipend is set aside for mini-grants. Another $3,000 pays community members who teach mini-courses, while nearly $10,000 provides transportation for field trips and special projects. Secretarial salaries and fixed costs make up the remainder. During the first year of the project, Roosevelt School District was required to provide 10% of the overall budget in in-kind resources. That figure is now 20%, and consists of space and the services of district audiovisual materials, printing, and school buses.

The Project in Action

- Teacher-Generated Ideas

Probably the most popular feature of Roosevelt's career education package is the mini-proposal, an individual grant enabling the teacher to put an idea into action. Proposals approved by the Careers staff bring between $25 and $100 and are used to buy materials or equipment for career-related activities. Teachers who apply jointly can be awarded mini-grants of up to $500 for cooperative ventures, and last year some 63 teachers took advantage of the system. Grants financed a career-oriented puppet show produced by third-graders; a travel bureau set up and operated by a sixth-grade class; a first-grade cooking experiment; numerous money-management

exercises using cash registers and bookkeeping equipment; student originated slide and tape shows; and various units relating math, social studies, science, and language courses to occupations in the world of work.

Fifth grade teacher Evelyn Starr has gotten a number of mini-grants, one of them for several manual typewriters on which her students now type their social science and language reports. A recent mini-grant allowed her to have a conference phone installed in her classroom so the entire class can interview working people about their jobs. A warm, quiet woman with obvious devotion to her students, Mrs. Starr is most proud of a mini-proposal she and eleven other teachers wrote for a hydroponic greenhouse. The $500 award allowed them to set up a greenhouse on the school grounds, and more than 300 students helped with construction, selection and planting of seedlings, and ongoing maintenance.

The project did more than teach kids about careers. Joe Ringer, whose special-education class participated, tells the story of a boy who remained completely non-verbal most of the school year, communicating only through a series of grunts. The youngster began growing cucumbers and became an avid gardener, Mr. Ringer reports, but best of all, "Working in the greenhouse raised his self-esteem and his image in the eyes of the other students, and this helped him start talking." A group of gifted fifth graders benefited too. They worked up a slide-tape show based on their experiences with the greenhouse and presented it to the rest of the student body. One gifted boy described this project as his favorite school activity: "Once you get involved, you can't get off of it -- you just want to keep growing."

Why do teachers choose the mini-grant route? "It isn't the money," Evelyn states flatly. "That's barely enough to cover our expenses and doesn't pay for the extra time we put in writing and sometimes rewriting the proposals. It's because we know the kids need these activities -- 90% of the kids now come to school early, and the absence rate is way down." Mrs. Starr proudly displays the results of standardized tests her previous fifth grade class took, tests in which they surpassed the sixth grade in achievement. "And this class was totally immersed in career ed last year," she beams. "It was the focal point of my teaching."

Teachers from kindergarten through eighth-grade seem favorably disposed to the mini-proposal concept, and they're increasingly getting together to formulate ideas. In one school, two sixth grade classes have submitted a proposal to produce a TV news and weather show on videotape for viewing throughout the school district.

Although career education staff offer proposal writing workshops to help teachers with the detailed behavioral objectives required of mini-proposals, some teachers grumble about the amount and kind of paperwork involved. Using a standard format, teachers must submit the idea for the mini-grant, describe what materials or activites the money will buy, specify the behavioral objectives by which they will measure the success of the project, and identify specific career related activities that will take place. Completed mini-proposals are submitted to the District Steering Committee, a group of seven administrators and teachers. Rather than having to reject a proposal because it is incomplete, the project's resource teachers pre-screen each submission and work with teachers to complete or rewrite them until they're acceptable for funding. Project staff feel this system provides valuable one-to-one assistance in helping teachers integrate career education into the basic curriculum. But while some teachers think rewriting makes their proposals better, others bridle at requests for revision. "It's a lot of work to write the proposal in the first place and takes a lot of time, one remarks, "especially if we go to the workshop. To rewrite them is silly." A few teachers, including this one, decided to implement career education ideas on their own, without applying for extra money, to avoid the extra paperwork.

It's a dilemma familiar to any bureaucratic organization, where the need for efficiency and accountability may conflict with the everyday realities of those performing the services. Shirley Iaquinto is well aware of the complaints. A former teacher herself, Mrs. Iaquinto is sympathetic to teachers' concerns, but as an administrator, she must answer to the district and, ultimately, the State Department of Education which furnishes her $120,000 annual budget.

Mrs. Iaquinto has already moved to reduce paperwork where she can. To keep track of career education activities in the district, each teacher was

at one time required to detail all such activities every month. This responsibility has now been delegated to the on-site coordinator at each school -- a teacher or librarian -- who receives a $350 inducement each year to coordinate and report on her school's program. On-site coordinators help teachers use the resources in their own schools, and they're in a good position to promote the career education concept.

Not all career education activities are funded by mini-grants. Many are more informal strategies developed by individual teachers. In one sixth-grade class, the semester's work in English was linked to job applications. Students practiced reading and completing application forms and role-played interviews. Some teachers maintain career boxes of information on occupational clusters while others have their classes keep folders on jobs that interest them and career-related school work. Such material is kept in the classroom's Career Center, where students can spend free time examining literature, using audiovisual equipment, even playing career-oriented games.

Each elementary school library in Roosevelt School District has pre-occupational skill kits consisting of ample hands-on activities from various occupations for use by teachers of kindergarten through grade five. Primary grades also feature learning centers in many classrooms where children can try cooking, sewing, and industrial arts.

Really getting career awareness across to youngsters means more than furnishing information and devising projects. The most successful teachers in the program are those who see their job as a chance to instill self-respect and a sense of the possibilities of life into their charges. Aware of the disadvantaged economic position from which these children are starting, they have a sense of urgency in their discussions about the future with their students. A bilingual kindergarten teacher is adamant about the importance of career awareness at an early age: "They need to know that no job is menial. I tell them 'No matter what job you have, it's an important job and you are an important person.'"

Such teachers are impatient with learning that can't be related to the real world -- the world their students will have to survive in and their frustration extends to the administrative red tape they sometimes encounter. Many of Roosevelt's teachers grew up in South Phoenix, most of them live in

or near this community, and many are members of minority groups, since staff are racially balanced. They understand the world outside the schoolyard, and they're committed to seeing their students emerge from school with an education that will be of practical use.

Because all teachers aren't equally committed to the career education concept, the district can't rely totally on personal enthusiasm to get its program across. Another important element for involving teachers is the selection of one classroom in each school as a model classroom. The teacher receives extra funds for career education materials and ideally serves as a model for other teachers. The success of this strategy is difficult to assess because while some teachers feel they get good ideas from model classrooms, others are too busy to pay much attention to what goes on elsewhere in their schools. For some teachers, it's a chance for recognition and extra funding without the red tape of career education proposals.

On a larger scale, the district has selected two elementary schools as demonstration schools, which means that each classroom is engaged in some kind of continuing career education activity. These schools are open to visitors from all over the country, and each receives a $500 bonus toward purchase of career education materials for its library.

Possibly the most effective element the program has going for it are its two resource teachers, former classroom teachers from the District who serve for two years with the project and then return to their schools. Sandy McCarthy, a vivacious third grade teacher in the second year of her assignment, remembers how it was when she began. "The first year was hard. Teachers were hesitant, even a little suspicious about what I was doing and what I wanted from them. But now that they know me and like me, they're much more eager to hear what I've got to say about career education, to ask me for ideas about how to implement it in the classroom, and to request materials from me." Sandy applied for the job after she'd been awarded a mini-grant to set up a post office and store in her classroom. "When I saw how much my kids loved it," she says, "I knew there was something important about the idea of career education."

Dorothy Hornbuckle is in her first year. A soft-spoken black woman with a wry sense of humor, she taught second grade last year and found her

new position somewhat overwhelming. "I applied for the job after I'd been a model classroom teacher for a year. I thought the work was important and the job would be good experience...I must admit I miss the kids, though, because in this job you mostly deal with the teachers. At first it was hard getting used to the lack of structure. I was supposed to know all the teachers and I didn't. [It's hard to know 250 teachers, the number each woman works with.] Now that the teachers are getting to know me, my work is much easier and I like it a lot. There's so much freedom and room for creativity on this job, things I'll miss when I get back to the classroom.

Sandy and Dorothy go from school to school, helping teachers plan career education activities, locating materials for them, suggesting strategies, and in some cases, just talking with teachers, promoting the concept of career education. "The teachers' lounge is the best place," says Sandy. "There you can reach them in a relaxed mood." Says Dorothy, "You have to convince teachers that career ed is more than just jobs -- it's self-awareness too, especially in the primary grades and especially with minority children." Both resource teachers have found that new teachers are often more reluctant to use their ideas in the classroom. "They're more worried about getting their feet wet," explains Sandy, "and don't want to try anything new until they've mastered the basics."

What's the best way to influence teachers in the direction of career ed? "Compliments," says Dorothy, "when they do something related to careers, like mini-proposals." Adds Sandy, "It's important not to be too pushy and not to demand cooperation, especially in the beginning. You have to let them know that you understand that teaching is a full-time job and you're not expecting that they do a lot of extra work. Your attitude has to be, 'I'm here to help you. I'm not here to bother you.'"

Although the resource teacher position was designed to be a rotating one, both women want to stay longer than two years, and Shirley Iaquinto is taking steps to make the positions permanent. "We're just getting to know the ropes. The teachers are beginning to trust us and use us, and we could be even more useful if we stayed on," they feel. Teachers echo the sentiment. Says Evelyn Starr, "We're just getting used to them and now they

have to go. Who knows how we'll get along with the new resource teacher?" The rationale behind rotation was to build up a cadre of teachers in district schools with an understanding of and commitment to career education. The system was good in theory, but had drawbacks in practice. As it is, most teachers who are interested in career education wish that Sandy and Dorothy could spend more time with them. While they try to see each classroom teacher twice a month, it's a promise they can't always keep. "We're spread pretty thin," Dorothy admits.

A crucial link in the whole system is the school principal. "If they aren't for career ed," Shirley Iaquinto notes, "then the teachers who are interested have to sneak around behind their backs to do things." Sandy and Dorothy sell the merits of their program to principals as well as teachers, since all career education activities must be approved by them. One principal they don't have to sell is Goldye Hart, the district's first black woman in this position. Mrs. Hart preceded Shirley Iaquinto as coordinator of the career education project and retains her belief in the importance of the concept. "Teachers need to realize why they're teaching," she asserts. "They're responsible for a child becoming a citizen. Students need to know why they're learning to read and write. It's so they can function as adults." A warm and dynamic woman, Mrs. Hart remembers the resistance primary teachers had to career education in the beginning, but she points out that once they understand that the emphasis in elementary schools is on self-awareness and the dignity of all work, they become more interested in joining in. Then it's up to the principals. "If they're not for it," she says, "not much can happen at the schools."

- Standardized Curriculum Material

Although Roosevelt School District places its major career education emphasis on encouraging creativity by individual teachers, an effort is also made to develop and field-test curriculum and audiovisual materials. Career education units developed in the district as well as elsewhere in the state are field-tested by teachers who are compensated for the extra time they spend on preparation and reporting their results. Successful units are implemented by interested teachers the following year. Sandy and Dorothy actively recruit teachers for this phase of the program: at the moment, 19 are field-testing and 16 are implementing successful units.

Teachers seem less enthusiastic about working with complex units developed by others than they are about creating their own materials through mini-proposals. Again, because of the administrative necessity of feedback and accountability, such new units require extra paperwork, and RSD's teachers are no fonder of this aspect of education than their counterparts around the country.

Sixth, seventh, and eighth grade social studies students can explore the world of work in standardized units provided by the career education project. These units are designed to fit into the regular social studies curriculum, but students are given special workbooks to use. In addition, teachers at the junior high level administer Self-Appraisal tests to their seventh- and eighth-graders. This one-page interest assessment was developed by teachers in the district as a shorter and easier form than other standardized interest tests. After students have indicated the career clusters they're interested in, they're grouped according to interest and provided with special materials and activities. Many of these occupationally specific materials are collected through the Career Center from local and national businesses; they include pamphlets from the U.S. and Arizona State Offices of Education and Employment Services and prepared occupational materials from the Career Education Clearinghouse which is a member of ERIC. Keeping abreast of commercial media now being produced takes a great deal of the coordinator's and media specialist's time.

John F. Kennedy Junior High is the pride of the district, a year-round school featuring open classrooms and a computerized learning management system for individualizing instruction. Each student's program is specially planned by the Westinghouse Individualized Learning System, and students move from one learning center to another during the school day. The "homebase" teachers keep career files for their students and design projects in line with the interests each has identified in the Self-Appraisal. The team teaching and flexible scheduling make field trips and resource speaker programs easier to arrange at this junior high.

JFK students can get hands-on experience in industrial arts, home economics, music, and art classes. All kids -- boys and girls -- try them in rotation. Although the district's other two junior highs are more traditionally organized, JFK's teachers and administrators hope they'll eventually try this system. "Implementing career education in traditional junior high systems is more difficult," according to Shirley Iaquinto, "because students change classes all day and a sustained in-depth presentation takes a great deal of organizing and coordinating between teachers. In addition, teachers at this level tend to be subject-matter oriented and are often more resistant to adding to their curriculum."

At the Trainable Mentally Handicapped School (for students 12 to 18), the main emphasis is on preparing students for an occupation. For example, youngsters work on a mock assembly line to get practice for when they'll be on their own, working to support themselves. About 20 students are now attending this facility, and all are involved in some work-related activity.

Roosevelt School District has also invested some of its budget in media development. Meg Hauter is the Media Specialists for the career education program, (a bright, no-nonsense woman who's also a former teacher). She puts together a monthly Career Education Newsletter for all teachers in the district to report on what's happening in classrooms, what's new and interesting, what uncommitted teachers might want to try. Meg also runs the program's Career Education Media Center (copied on a smaller scale in each school library), a collection of materials, games, toys, hands-on projects, and audiovisual materials. She works with teachers any way she can be effective, which may mean showing them how to run a projector or slide show, or telling them about projects other teachers have had success with. Through the resource teachers and the newsletter, RSD teachers are urged to make use of Meg's talents.

- Community Resources

People aren't paying lip service to an educational ideal when they say that Roosevelt School District has a close relationship with the community it serves. The very real bond that exists is due partly to the small size of the district and partly to the social and physical isolation of South Phoenix which tends to draw residents closer together for mutual support. Community

control of the school system, heralded elsewhere in the country as an innovative solution to inner-city problems, is a fact of life here. Consequently, this career education program is an outgrowth of community needs and as such, enjoys real participation and support from its community. Community members who participate in the program reap an increased sense of self-esteem, a sense of pride in their schools, and a feeling of usefulness. They can see that their participation is considered important.

One way community members are drawn into the process is the mini-course. Principals, teachers, and career education staff are all alert to the kinds of job-related skills students want to learn. Careers staff then recruit lay experts to come to South Phoenix schools and teach. Lay instructors are paid $5 an hour for a mini-course lasting an hour each day for 15 days. These courses are available for sixth-grade students; seventh- and eighth-grade levels are often taught by classroom teachers who have special interests to share with their students.

In one mini-course last year, a Chicano industrial arts student from Arizona State University taught auto mechanics to interested sixth-graders. Other courses featured cake decorating and home-based industries, commercial art, geology, landscaping, health services, home maintenance and repair, and the legal profession. Students choose for themselves which course they'll attend from the several offered at each school during the year.

Careers staff look for minority-group members who will teach. Good role models are important for the students, and a side benefit is increased community respect for the teacher. Says Shirley Iaquinto, "Lay people who teach these courses are given stature. A Japanese-American man who went to school here taught a mini-course on landscaping, and when his parents found out that their son was teaching in the same school he went to, they were so moved they sent the career education office a bouquet of flowers." In addition, says Mrs. Iaquinto, "mini-courses teach teachers, too." Classroom teachers become aware that non-professionals have skills and really can contribute. In addition, parents sometimes teach mini-courses, and some make themselves available for day-to-day classroom instruction as aides.

At the junior high level, students are increasingly exposed to the working world. Garnett Beckman, the project's Community Coordinator, heads

a work exposure/work experience program which gives kids a chance to explore in more depth the occupations that appeal to them. Mrs. Beckman encourages seventh and eighth grade teachers to administer Self-Instructional Work Kits, programmed learning materials designed to guide students through the process of applying and interviewing for jobs, and she arranges for student meetings with working people to give youngsters first-hand information about job requirements, working conditions, the benefits and drawbacks of various occupations.

Students can also spend a day on the job with the people they've interviewed, or they can actually put in a day's work at a local business. Part of Mrs. Beckman's job consists of lining up employees to take part in the work exposure program. Current participants include a day-care center, a flower shop, a real estate office, a department store, and an income tax concern. She also locates mini-course instructors and helps design course content.

John Ivar owns an auto supply store and has had several boys work with him in the past two years. The first time, the youngster was scheduled to spend a Thursday with him, but he returned each Thursday for three weeks instead of going to school. "He thought he had a job," chuckles Mr. Ivar. The second boy wasn't interested in working and was removed at Mr. Ivar's request. Then came Joseph Benitez, who worked out beautifully. John Ivar still talks about how conscientious Joseph was and how he wants to hire him when he's old enough. After spending the day with this boy, he called the Career Education Office to exclaim, "Marvelous, marvelous!"

Mrs. Beckman also recruits Phoenix residents who are willing to visit Roosevelt School District classrooms and talk about their careers. These people are listed in a Resource Directory distributed to every district teacher, along with a description of what's available from the program's Media Resource Center and a multitude of suggestions for field trips in the greater Phoenix area. The Directory is apparently used, and used well: 1,036 field trips were undertaken in the district last year, most of them arranged for by teachers. Says Shirley Iaquinto, "To be most effective, field trips must relate to what is being studied in the classroom. The teacher and the students should plan them together. We send out a monthly

bulletin with suggestions for visitation sites, resource speakers, and other ideas for enriching the educational program. Garnett helps expedite requests for buses through the transportation department. We use the school buses and drivers between their regular pick-ups and deliveries."

Another project last year was the Career Education Community Fair organized by career staff, teachers and community members. The whole district came together for this one-day event, where students, teachers, parents and local residents could mingle and share information and expertise. Exhibits and live demonstrations of skills were geared to student and community interests, and business representatives gave their time to explain their fields.

The Project's Advisors

Internal committees have been set up within the school system for teachers who want to learn more about career education. Initially, they join the RDS Career Education Committee, and after a year of working with Mrs. Iaquinto on the basics of the field, members are promoted to the Teachers' Advisory Committee which works with staff and uninitiated teachers to strengthen career education in all district schools. These committees, which meet jointly from time to time, are seen as an important communication link, a way of formalizing volunteer commitment and providing the project with a pool of informed professionals.

Minimal compensation is given for participation in these groups, and because extra time and work are involved, some teachers feel the committees are too demanding. An occasional concern is that directives often come from above without enough consideration for teachers' opinions about how career education projects should be carried out. These criticisms are to be expected from seasoned professionals who've spent their own time learning about this concept, who believe in their program and know what they want to do with it. As Shirley Iaquinto acknowledges, "A good teacher can teach from a very briefly sketched-out idea — it's the administration that needs to see things spelled out."

In a small, tightly-knit community like South Phoenix, efforts like this career education program are likely to founder without the endorsement

of community leaders. The district has solicited community participation through another advisory forum, the Community Advisory Board, which brings together teachers, parents, and community leaders every eight weeks to consult on career education strategies and work out ways to share resources. Instrumental in planning events like the Career Fair, the board garners local support for the project, gauges citizen reaction, and brings fresh perspective to the academic scene.

Advisory Board members are well aware of the stakes involved in career education -- nothing less, they feel, than the futures of South Phoenix youngsters. "Kids here have no idea of their potential," says Reverend Don Rowland. Willie Demery, a black factory foreman who chairs the board, agrees: "Career education is very important. You must make kids understand that there's a future for everybody -- especially kids from this community, many of whom come from broken homes and welfare families."

While the project is responsible to its local community, it's also responsible to the larger community -- the Roosevelt School District administration and the State Department of Education. Both are watching closely and holding the program accountable for student performance in career education and maintenance of overall academic standards. To reassure administrators that career education was not interfering with regular academic progress, the district recently compared yearly achievement tests by students in a career education demonstration school with those in a control school where there is less program involvement. As staff expected, kids in the demonstration school surpassed their peers in the standard academic measures required by the State Department of Education.

Making Similar Programs Work

A critical factor in the success of the Phoenix project has been a state-level commitment to career education. The career ed concept was not an isolated experiment in the Roosevelt School District -- it was, and is, a statewide policy. Virtually everyone from program staff to the district superintendent acknowledges the importance of this executive support for the growth of their program and similar efforts across Arizona. Although the program staff must submit a proposal each year for refunding of career education, they are not presently worried that the state's appropriations for career

education will dry up unexpectedly. Arizona spent its first career education money in 1971, funding two million dollars worth of pilot programs across the state. Subsequent legislation committed an average of 3 million dollars each year in support of career education for a 10 year period beginning in 1972. Despite this assurance, Roosevelt District's program staff are incorporating career education into the school system through the teachers whose salaries are not dependent on special state funds. "Our emphasis is on expanding trained teachers through their work with the Recourse Coordinators and participation in Advisory committees," says Shirley Iaquinto, "and we believe the mini-grant offers the best incentive for teachers to depend on themselves and each other for ideas and materials."

In addition, the district administration has acknowledged the importance and demonstrated success of Mrs. Iaquinto, her staff and teachers by incorporating career education into the district goals. And, because of the uncertain economy in 1974, District administrators have instituted a regular review of special projects to insure that unexpected changes in state funding will not mean the end of career education, or other special efforts.

While the district will seek state support for its program as long as it is available, administrators have from the beginning enlisted the support of its own community and has provided interesting ways for local residents to help.

Teachers in South Phoenix, like teachers everywhere, resist additional red tape and paperwork, and the project has responded by streamlining procedures wherever possible. In the case of mini-grants, staff are accountable to the district and must insist on behavioral objectives and formats some teachers find time-consuming. (Teachers here, as elsewhere, have difficulty formulating behavioral objectives.)

In getting the career education concept into the schools, project staff have also found it critical to sell the idea to principals and earn their support. Principals with a whole-hearted commitment to the program can really make things happen, while those with little interest represent road-blocks to teachers who do want to participate.

Flexibility is also important. Although the idea of rotating resource teachers was a good one, the project has found that after two years, when staff were due to be reassigned back to their schools, they had gained so much expertise and rapport with teachers that no one wanted to see them leave. Rather than waste this valuable experience and the time it takes to break in new resource staff, the Coordinator is opting for consistency and keeping the present staff on.

Certainly another critical element is the strong personality of Coordinator Shirley Iaquinto and the dynamic predecessors she follows. Mrs. Iaquinto is an effective administrator and a tireless campaigner for career education. A veteran teacher, she became convinced while teaching adult education courses that career education was the way for schools to go. "I've always wanted a job where I could influence the direction of education," she says, "to make it more relevant to the present and future needs of each child. To me, career education is a very broad concept designed to help students learn how to learn, how to live, and how to make a living. I think that within a few years, career education will be an integral part of all education, and elementary teachers will be leading the way."

Finally, the South Phoenix career education program has been effective because it respects the teachers it works with. Staff are former teachers themselves and know what it's like to deal with students, curriculum, and administration day-to-day. Their style is not to push but to persuade, to offer their talents and resources but not to impose them. The program's structure itself is predicated on respect for the ingenuity of teachers, with mini-grants and other encouragements to creativity. Wherever possible in this system, teachers are given compensation for their efforts and financial inducements to try something different.

Comprehensive Career Education Project
Los Angeles, California

Principal Author: Kathryn D. Hewett

IN-BRIEF

Los Angeles Comprehensive Career Education Program
450 North Grand Avenue
Los Angeles, California

Robert A. Sampieri, Project Director

The Comprehensive Career Education Project is administered by the Office of Career Education for the Los Angeles Unified School District. The Office of Career Education was established under the supervision of the District Superintendent in 1971; with federal funds, the Office administered three phases of research and development to plan for the Comprehensive Career Education Project. Research and development funds totaled approximately $1,138,360 from the U.S. Office of Education and the National Institute of Education.

Presently, in 1974-75, the Office of Career Education administers five programs in the start-up period of a five-year implementation plan for the District-wide project. The five programs administered through the Office of Career Education in 1974-75 include:

Los Angeles Alliance for Career Education
Career Expo '75
Personnel Exchange Program
Competency-Based Career Experience
Secondary School Option Feasibility Study

Project Staff (Career Education Office):

Project Director
Project Leaders (5-one for each of the programs above)
Administrative and secretarial support (3)

Funds:

For 1974-75, the start-up of the five year implementation plan, the Los Angeles Unified School District provides funds for staff and some development of the five programs in the Office of Career Education. Additional Money for development of the Competency-Based program comes from the U.S. Office of Education. Funding for 1974-75 was:

Office of Career Education from the Los Angeles Unified School District	$365,000
Additional funds for Competency-Based Career Experiences from the U.S. Office of Education	50,762
Operating Budget July 1974-June 1975	$415,762

Los Angeles and the School District

The Los Angeles School District covers 710 square miles and includes 662 schools and 726,800 students organized in 12 administrative areas. Decisions concerning schools within the district are made by Area Administrators. The Office of Career Education coordinates or has incorporated existing career education programs in Los Angeles, most notably the "Project 70's" a forerunner to the Alliance, one of the five implementation programs.

The Comprehensive Career Education Model being developed by the Los Angeles Unified School District is still in the process of becoming. Research, planning and development of small pilot projects must precede full implementation of a district-wide plan. Los Angeles' school district encompasses 710 square miles, 662 schools, and 726,800 students at last count. When you're working on a scale like this, you need to know what's likely to succeed before you commit vast human and financial resources to any program. The Career Education Office for the Los Angeles Unified School District is moving methodically ahead, implementing a series of five projects that emerged from a detailed planning and development process. Addressing the concerns of different groups, and proceeding at different rates, these five projects share a common philosophical framework. They are being implemented through a process explicitly designed to secure and maintain the cooperation of both business leaders and the twelve Area Administrators who are responsible for running the twelve areas which make up the Los Angeles District.

Bob Sampieri is Coordinator of the Comprehensive Career Education Model Project, a former social science teacher whose talents landed him in the District's Central Office early in his professional career. He and his staff of specialists are currently in the first year of a five-year implementation period that followed three years of comprehensive analysis and planning. The five projects that are now being tested are the synthesis of choices made by Area Administrators and the District Superintendent's office from among fourteen "implementation options" which emerged after a very extensive period of planning by Sampieri and his staff.

Each of the five programs can be considered a separate career education effort, but constitute, according to Sampieri, "a set of visible, politically and economically feasible options" for beginning the implementation effort in district schools. The five are:

- The Los Angeles County Alliance for Career Education brings together business and education leaders to support specific career education activities;

- Career Expo '75 demonstrated occupations and provided career information to the city's ninth and tenth-grade students;

- the Personnel Exchange Program places teachers and counselors in area businesses for ten days so they can observe jobs and skills related to their classroom subjects or guidance interests;

- the Competency-Based Career Experience Project develops job slots in local businesses to provide entry-level to job skills for all high-school students as a prerequisite for graduation;

- the Secondary Senior High School Option tests the feasibility of open classrooms and rotating administrators in one senior high school.

All but one of the above projects are funded by the Los Angeles District; the Competency Based Career Experience Project is operating in its first experimental year with a grant from the United States Office of Education. In addition, a sixth project selected by Area Administrators and the District Superintendent's Office is the distribution of career education and guidance materials for grades K-12 in the district. This project is continuing evaluation work done during the three-year start-up planning period. This sixth project is administered by the curriculum division of the district, not by Sampieri's office and is, therefore, not described at length in this study.

Origins

Los Angeles' involvement with comprehensive career education formally began in 1972 when the city was designated by the U.S. Office of Education as one of six sites to be funded to use career education curricula. The other sites are Pontiac, Michigan; Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; and Mesa, Arizona, and all were coordinated by the Center for Vocational and Technical Education at Ohio State University. In September 1972, the Office of Career Education was established at the district's central headquarters in Los Angeles with Bob Sampieri and one assistant.

As the district commitment to career education strengthened, this initial curriculum project became Phase I of a two-year planning period which had three phases.

Phase I: Funded by the Office of Education for $1,088,360. This phase was a research and development effort to produce career education curriculum and evaluate relevant units developed by commercial publishers for students in grades K-12. Thirty teachers and three resource people worked full-time on this project with the District choosing some 35 units for further refinement and use at the end of the two-year period. Guidance materials were also developed.

Phases II and III: Funded by the National Institute of Education for a total of $50,000. Phase II was a three-month case study of the District which included a needs assessment of teacher, student, parent and employer interest in career education concepts and an evaluation of existing district programs which could provide a basis for a comprehensive career ed model. (The District already had a work-experience program, for example, as part of its vocational education offerings, in which students were placed in part-time jobs, usually for pay, while attending high school.)

Phase III entailed concrete planning and preparation for a comprehensive district-wide program. It was during this time that Sampieri and his assistant prepared and presented to Area Administrators the fourteen implementation options, detailing for each the scope of the proposed activity, the budget required for staff and materials, and the number of students, teachers, counselors and business people potentially affected. Each option included the location of its effect in the first year: the district, area, or local levels.

All the projects selected by the Area Administrators and the Superintendent's office were aimed for initial impact at the district level; they were to be pilot tested first, and implemented as funds from the District were approved.

All but one of the projects adopted the first year of the five-year implementation period had a direct relationship to activities or pilot tests conducted during the three planning phases. Only the Competency Based Career Experience Program was not directly anticipated by the planning phase work, but interest in the performance-based competence

came from other district planners, and from research work done by Sampieri's office during that time. The five-year implementation plan was begun in July 1974 when the District took over funding of the Career Education Office. By January 1975, when the program was visited, Sampieri's staff had grown to nine with the addition of five specialists and two administrative assistants.

Philosophy and Strategy

Underlying the Los Angeles career education model is a philosophy articulated at the very beginning of the project by Sampieri's office with the help of a school-community advisory group. In a document entitled "Philosophical Guidelines: Comprehensive Career Education," the group looks at the historical purposes of education and calls for refocusing of our energies and reorganization of our educational institutions. The "work ethic" which views the individual in terms of the economic needs of society is rejected, as is the "service ethic," which subordinates the person's interests to the social, political or cultural needs of the country. Both ethics view the individual in terms of outside forces. Drawing from the writings of Rolly May, James Coleman, Alvin Toffler and others, the group posits instead the "ethic of intent...based upon the assumption that each person is responsible for his/her actions and must be an active force in shaping his/her destiny.... The goal of Comprehensive Career Education is to provide a facilitating process for individuals to better accomplish this emerging notion and for the public schools to function as an enabling institution designed to meet the client's needs."

Giving students freedom of choice and a basis on which to make informed decisions about their lives requires real changes in the way educational institutions provide learning opportunities, according to Sampieri's research. One crucial element of change is the participation of business people who can provide solid working knowledge to students about career options in terms of skills, advancement, working conditions, industry outlooks, salary ranges, and many other considerations. Such information must be constantly updated implying a close working relationship between a career education program and local business and industry.

- Community Strategy

Bob Sampieri and his staff spend a great deal of their time and effort developing relationships with the local business community. The Los Angeles career ed project is characterized by a determined realism on the part of its staff, who no longer believe that business people can be exhorted to help out such programs simply out of goodwill toward young people or educational institutions in general. Instead, staff are appealing to the business community by offering it a chance to influence the kind and quality of workers it will eventually be hiring. Business people also see the project as a chance to influence youngsters who may perceive business in general and companies in particular as antithetical to their own personal interests.

Skepticism, however, isn't one-sided. The business community is skeptical of education's ability to produce qualified workers. Career education staff in Los Angeles have had to fight education's image as an "ivory tower." "What we tried to do in our initial project leading up to this comprehensive plan," says Bob Sampieri, "is to demonstrate to the selected power structure in business that we had in the District some people with management skills, administrative experience and instructional expertise to make their task succeed. The idea was that they need something, we need something -- so we exchange. We tried to demonstrate that we were capable on their terms. Schools used to try to demonstrate that they were capable on their own terms, and nobody likes educational terms. We go to them with concrete plans, with flow charts and printouts, and we reach them through the appropriate personal channels of power. Business has to have a motivation to get into career education. Unemployment is one motivator. When unemployment was high in Los Angeles not long ago, we had the Watts riots, and these people have long memories." The Los Angeles County Alliance for Career Education discussed in a following section is an umbrella organization to encourage business' cooperation in the projects developed by the Office of Career Education eventually in area level or local career education efforts. Three of the present efforts rely heavily on local businesses for their success.

- District Strategy

Strategy for selling career education to the business community was one challenge for Sampieri; another was selling career education to other levels of district personnel who would ultimately have responsibility for administration of the "infused" career education elements.

By offering local Area Administrators control over the direction of career education, the Comprehensive Career Education program took a vital step toward enlisting their support. But most of the coordinating effort was emanating from Sampieri's office in the administration building on "the hill," as the District's offices are known among school people.

"But the next step would have been for people to begin saying that I was building an empire down here in the district office," Bob points out. "So our approach was different." For projects in, say, staff development where money would have to come into the central office, Sampieri told the Board of Education, "If you want curriculum development for career education, don't give the money to the Career Education Office to do it: give it to the curriculum division in the District, and then we'll work with them to see that we add some of our career education expertise to their experience in curriculum. This way, we spread the money around, people can continue to do their jobs with a slightly different perspective, and the project becomes truly an enabling effort, not a completely new and outside-run requirement. We asked for $330,000, but the District decided how it wants to spend it."

The curriculum and guidance distribution effort selected by administrators as a sixth project was funded for $114,000 and is being operated, as Sampieri outlined, by the curriculum materials division of the District's office. Selection of the curricula in each Area will be made by the Advisory Committee in each of the District's thirteen administrative areas. Designation of Career Advisors in each Area was not one of the options selected by the District Superintendent's office or by the Area Administrators. However, as these Career Advisory Committees begin to function in selecting curricula, Sampieri suggest that they will lead to the appointment of Career Advisors or similar staff in each Area who can help the implementation effort.

Each of the projects handled by the Office of Career Education in Los Angeles is in its first year or in a pilot stage. Only Career Expo '75 will have been completed by spring of 1975: the other programs will gradually be installed at a pace determined by the availability of funds throughout the District. Together, these programs focus on separate groups of people who'll be affected by the long-range plans of the five-year schedule--students, teachers, guidance counselors, and the business community. Each project has its own Coordinator and a separate set of goals and timetables. Each is being tested this year to weed out snags and help staff project a timetable for District-wide implementation.

Los Angeles County Alliance for Career Education

Its proper name is the Los Angeles County Alliance for Career Education and Industry-Education Councils, and its aim is to coordinate, support and expand career education programs in the county. It's a partnership between business, industry, government and labor which has its own programs in the county, some through Industry-Education Councils, and others through Chamber of Commerce and similar business organizations. The Alliance cooperates with the Career Education Office for District-wide projects. It was a direct outgrowth of "Project 70's" the community involvement component tested during the planning phases of 1972-73; it was redesigned in 1974 to work more closely with the state-wide organization of Industry-Education counties. Because the Career Education Office needs a day-to-day working relationship with the Alliance, it has loaned the services of staff member Dr. Kaare Jacobsen for a five-month period during which he's serving as Director of its activities. Jacobsen has excellent career education credentials, having worked with the Center for Vocational and Technical Education at Ohio State and later helped implement a K-12 district-wide career education program in Connecticut.

The Alliance sponsored Career Expo'75, a 10-day exhibition of career education displays held in February, 1975, and its members are also involved in the Personnel Exchange and Career Experience programs to be described below. Jacobsen's main concerns at the moment are locating business people who can help develop placement and work-experience slots for local schools and finding additional staff to provide ongoing liaison between

business and the District. When the Alliance is more firmly established, he will be assisted by a loaned-executive arrangement whereby companies will lend the Alliance an administrator for a year, with salary paid by the Career Education Office. By 1976, the Alliance will be funded by state money through the Industry-Education Councils. Dr. Jacobsen is also busy this year finding new members to serve on Industry-Education Councils (seven regional, one city-wide) and trying to broaden education's representation on these bodies.

Soliciting cooperation from the business community is a job made more difficult by the fact that some organizations have been involved in career education for years and feel they're already doing things proposed by the Alliance. Says Sampieri, "Nobody can create something brand new without somebody else saying, 'Well, that's what we're doing.' If you're going to do it in pink, then they've done it in blue. So the first problem in setting up a county-wide organization like this is that somebody has to give some control up to a larger organization." This is true not only for business organizations but also for Sampieri's office. Bob and Kaare try to involve business leaders by showing them they have a vested interest in making contact with their future consumers and constituents. Henry Weiss, Industry-Education Council Vice-President in California, agrees, and adds further that if business doesn't like what's happening in education (and many business people claim loudly that education has missed the boat), then it should be willing to get involved in helping make changes.

In their dealings with the business community, career education staff try to go directly to decision-makers. "It's tremendously important," Bob Sampieri states, "to involve people in high positions who can make decisions which affect the whole agency." This is true not only in the business sector but also in District and area school administrations. Moreover, he asserts, "first-person contacts are the only way to get effects, and how fast you go or how far depends on the intensity of that contact." Sampieri, Jacobsen, the District Superintendent and other school personnel work on all levels of business organizations like Chambers of Commerce, the Rotary, the Merchants and Manufacturing Association, and many more to demonstrate the

District's interest in industry's problems and to locate contacts and expertise for career education's cause.

Career Expo '75

Career Expo '75 was a 10-day exhibition of career-related displays held in February 1975 for 121,000 freshman and sophomore high-school students. A high-visibility kick-off project to involve businesses and schools in the Career Education Office's first-year implementation plan, it also had specific goals for students and teachers:

- to demonstrate job skills and clusters of occupations available at particular employers;
- to introduce model materials for preparing students to utilize a field trip for learning about careers;
- to bring students and teachers in contact with area businesses to stimulate further cooperative learning relationships between schools and businesses.

Career Expo '75 was sponsored by the Los Angeles County Alliance for Career Education with co-sponsorship from the District, the Chamber of Commerce, and several other organizations, and was held at the Great Western Exhibit Center, with transportation furnished by the District.

Assembling a show of this magnitude was an overwhelming task. To do it the Career Education Office borrowed Marty King, Vice-Principal of Van Nuys High School for a nine-month period, paying his salary out of its own funds. Doing the job right meant finding out what usually goes wrong with these exhibitions, so Marty traveled to career conventions, clinics and fairs in Denver, Colorado; Atlanta, Georgia and other states. To get participation from a good cross-section of business and education, Marty launched a recruitment drive with help from Jacobsen at the Alliance and the Los Angeles Junior Chamber of Commerce which resulted in the involvement of more than 150 business and District leaders in the planning and management of the show.

One incentive for business participation they offered was inexpensive publicity. The project launched a major publicity campaign with press releases and photographs which was stepped up during the final six weeks before the exhibition opened. All media were invited to cover the first day,

attended by Governor Pat Brown, Jr. Recruitment of exhibitors was also a massive effort, much of it accomplished with help from the Los Angeles Junior Chamber of Commerce, which sold space at $150 per booth to offset project costs. Displays were put together by more than 500 firms and agencies, from the federal government (civil service, HEW, IRS, customs, the military) to major corporations (banks, life insurance and oil companies), and down to smaller operations such as schools of modeling, cosmetology, interior design, and so on. The sole purpose of these exhibits was to inform: no one was allowed to solicit or recruit new employees. Some retailers, airlines, financial institutions, communications media (radio and TV) and entertainment companies were difficult to recruit, although representation from each field had booths. Response from labor unions was poor. Many adopted a wait-and-see stance, unwilling to commit themselves until next year, when they could judge the quality and success of this first presentation.

Because Marty learned that students at other fairs were often not properly prepared for fair activities, he designed a package of pre-Expo classroom activities and teacher guide for using them to make sure teachers and students got the most from their experience. Shortly before the Expo opened, students began focusing on occupational clusters they wanted to explore. An itinerary was set up and each youngster was instructed in the use of a career investigation form developed by Marty to provide feedback.

Many evaluations by teachers and students were favorable and businesses on the whole felt their time and money spent was worthwhile (Sampieri estimates that the average cost to employers was $5,000 counting the exhibitors fee, cost of transporting display materials, preparing the exhibit, and paying staff for the week-long on-site representation. One of the major problems was the scheduling of large groups of students into the hall and ensuring that they really learned from the demonstrations or exhibits at the Expo.

Rather than try another massive centralized effort, the Career Education Office has opted for a completely different approach designed to amplify the work simulation aspects and provide more in-depth exposure to jobs for smaller groups of students at less cost for employers.

Businesses will be asked to develop criteria listing what they have to offer to student observers and what kinds of students, under what conditions they can best host student visits. Classrooms, on the other hand, will develop criteria concerning what they want to know about businesses. These two sets will be matched and each group will be charged a small fee for the matched visit. All visits will take place during the month of April 1976, public school month; Sampieri's office is hoping to develop other plans for encouraging business to learn more about schools during the visits and during the month. Although both businesses and classrooms will contribute to the costs of the visits (indirectly the classroom fees will come out of area budgets) the district has already underwritten the additional cost of transportation to business sites. As a pilot project, Sampieri considers the Expo '75 a success because it has led to different plans to increase communication between schools and businesses.

Personnel Exchange Program

The Personnel Exchange Program (PEP) is based on an earlier pilot operated jointly by the District and the Chamber of Commerce, in which some fifty teachers and counselors visited area businesses one day a week over a ten-day period during 1973-74. Originally conceived as a real exchange between school and business personnel, this program planned not only to place school staff in businesses for first-hand experience of the working world but also to place business people in schools to demonstrate how academic subjects and career information were presented in the classroom. In practice, however, the flow of business people into schools was limited and usually the result of personal rapport between a teacher or counselor and someone at the host company. Nevertheless, this early project did provide a sound basis for the new PEP effort.

Heading the new Personnel Exchange Program for the Office of Career Education is Dr. Van Christopher, who taught high-school social studies for 15 years and describes himself as "one of those change-oriented teachers." In the four months he's been handling the program, Dr. Christopher has placed more than 90 teachers and counselors in area businesses (usually for one day a week every other week) to give them an idea of trends and opportunities in the working world which they can then share with their co-workers and students.

Matching school staff with businesses works in two directions: staff volunteer to participate (their classes are taken by substitutes paid by the District) and indicate which businesses are of particular interest to them; at the same time, Van Christopher locates firms willing to host teachers and counselors and then recruits visitors for each site.

In addition to his own efforts to recruit host businesses, Van can rely on the growing network of contacts made by Career Education Office staff through the Chamber of Commerce and the Junior Chamber, social and business organizations, and Dr. Kaare Jacobsen at the Alliance. Alliance members formally and individually support this program. Dr. Christopher recruits by having a Chamber of Commerce member or someone known to the prospective host make the first contact to establish his program's credibility. He then arranges a meeting and begins setting up a schedule for visiting school personnel. The process is a complicated one, but the program's approach seems to be paying off: more than 85 different organizations have agreed to host PEP visitors. Christopher stresses that each business has a different chain of command and only by knowing someone or gaining entry through someone respected by the host company can a good placement relationship be established. The PEP has had particularly good responses from federal agencies such as shipyards, hospitals, civil service offices and others.

Prospective visitors attend a pre-visit orientation session to discuss goals of their visits, ground rules for scheduling, and plans for using the information they gain. Generally, the goal of the present PEP is to help teachers and counselors increase their knowledge of the business world realities. On site, they are encouraged to:

- analyze and understand the mission and structure of the company
- learn how employees are selected for work there
- learn the vertical, horizontal and diagonal career opportunities available at the company

Employers are sent an outline of expectations by PEP and the visitor, and Van Christopher speaks personally with whoever will be shepherding the PEP placement. A debriefing session is held at the completion of all the series,

bringing together teachers and counselors from many different district schools to share insights and plans for the classroom.

One problem at this early stage of the program is matching school staff with businesses in which they're truly interested, since the number of participating firms is still somewhat limited and some sites are very popular. Van expects this difficulty to lessen in time because career education staff are making new contacts almost daily. A projected problem is persuading employers to continue their involvement over time, and here staff are considering a novel form of inducement. Rather than provide monetary incentives out of federal funds, which would mean companies might have to open their books for tax audits, Sampieri and Christopher believe that a tax deduction to participating companies would be more attractive; they are exploring the legal groundwork required for such an incentive.

For now, teachers and guidance staff are finding PEP valuable and stimulating. A typical comment comes from Tom Foreman, a junior-high history teacher who was placed with the Southern California Gas Company: "The Exchange is fantastic. I'm starting a program in September using the information that came from this experience."

Competency-Based Career Experience Project

One of the important District-wide changes planned in support of career education is to make a graduation requirement that each student be able to demonstrate an entry-level job skill before he or she leaves high school. The aim is to give young people at least one occupational skill to make them employable at graduation. As currently planned, the school principal would be responsible for providing opportunities for students to acquire this demonstrable skill. Students may acquire such skills through the vocational or skill training offered in traditional vocational education courses, through one-semester training courses offered by California's Regional Occupational Program, community colleges, work-incentive or work-experience programs now a part of district high schools.

Even if all existing programs for obtaining entry-level job skills were used to fullest capacity, they could enable 20,000 students to fulfill their requirements. But Sampieri estimates that when the requirements have been adopted as policy, the district will have to provide certification opportunities for approximately 48,000 students a year. In order to provide those opportunities, Sampieri's office is testing another alternative which will be available for school principals to adopt: The Competency-Based Career Experience Project. During the 1974-75 school year, the Career Experience Project is being tested in three high schools, with sixty students being placed in work sites for between two- and six-week sessions on-the-job. Also known as DPS (for Demonstrated Performance Skill), this program is the responsibility of Judy Hooper, a member of Sampieri's staff who is currently working on her Master's degree in Career Guidance. Some support for program development came from the U.S. Office of Education.

"Schools and teachers are still resistant to breaking down the classroom walls," Hooper observes, "but with this project we're trying to help them do it by using different options." At the moment, she is concentrating on developing formal agreements between area businesses and schools, defining skills to be acquired by students, drawing up guidelines for on-site instruction, and determining who should provide supervision and teaching on-the-job.

In each of the three high schools involved, a different staff member--a guidance counselor, a work-experience coordinator, and a career advisor--is now in charge of placing, monitoring and evaluating the DPS experience for the 60 eleventh and twelfth graders testing the concept. "We won't be able to say which faculty position should be responsible for this project in every school," Judy says, "but we'll be able to identify what the problems are in appointing different faculty to this responsibility." Ms. Hooper expects outcomes from this year of testing to reveal:

- what kinds of schedules work with students
- the degree of cooperation that can be expected from teachers and the kinds of incentives that will foster cooperation
- the degree of cooperation by employers and employees at work sites

- what kinds of skills are teachable in a short (2-6 week) work experience
- whether group work placements are feasible
- what kind of counseling support is needed by students
- how work-placement sites are best recruited

Recruitment of work-placement sites is a key part of the DPS program at this stage. To develop long-range relationships with area businesses, staff are relying heavily on an Advisory Committee of school administrators and business people to make critical decisions about what kinds of skills are taught and how employers will help youngsters learn these skills. The Committee's members, many of whom also belong to the Los Angeles County Alliance for Career Education, have opened their own companies and recruited others for the initial 60 placements. The Committee is divided into task forces to advise on competence definition, site recruitment and student site matching. Because all Committee members are working businessmen and have limited time to devote to the project, Judy and Bob Sampieri must provide a good deal of input, particularly in the areas of developing skill definitions and setting up formal agreements between employers and schools.

Already, Judy and the Committee have learned that they must make distinctions between entry-level job skills and sets of skills that can be considered pre-professional. They've learned also that students will sometimes discover that their interests are not deep enough or suitable in career terms for continuing study. And they've found that employers need real assistance in learning how to teach the skills required. By the end of June, the Career Experience Project will have defined 60 skills in four career clusters. A sample skills definition is included here:

Career Title: Architectural Drafter
(from the Dictionary of Occupations Titles)

DPS(s):

Plans artistic architectural and structural features of any class of buildings and like structures:

- Sketches designs and details, using drawing instruments.
- Makes engineering computations involved in the strength of materials, beams and trusses.
- Estimates quantities needed for project and computes cost.
- Makes freehand drawings of proposed structure when necessary to clarify plans.

Alternative Description:

- Draws architectural plans according to scale when given a detail.
- Traces architectural plans to company specifications.
- Sets up titles and demonstrates satisfactory lettering skills.
- Demonstrates comprehension of working drawings.

Pre-requisites:

- Previous experience in drafting
- Knows how to read a scale

While the present 60 skills definitions don't offer the variety of work experience ideally available to students (definitions are only being developed for positions staff and employers are willing to teach), many more will be devised as the program moves out into additional schools and further recruiting broadens placement opportunities. The DPS requirement is expected to be part of the high-school curriculum throughout Los Angeles by 1976.

Secondary School Options - a feasibility study

While the other four projects of the Office of Career Education focus on teachers (Personnel Exchange), students (Demonstrated Performance Skill), and the business community (Alliance and the Expo), the Optional Structure in Special Education study is looking at ways to change the role of a secondary school so that they can more easily incorporate changes implied by career education activities.

Although this administrative feasibility study was not one of the implementation options chosen for full funding by area administrators, district and Board of Education members recognized that several ingredients for a good study existed in the Granada Hills High School in the LA district and chose

to allocate $5000 for the one year project. Granada Hills High School has 3700 students and 131 faculty in an upper middle class, mostly white suburb in the San Fernando Valley. The school principal was interested in much-needed change in secondary education, including a greater emphasis on career education, and the school's former Assistant Principal had been on Sampieri's staff during 1973-74 developing plans for the Personnel Exchange Program. While at Granada Hills, this assistant Principal, Bob Myers had initiated an experimental "school within a school" which offered open classroom structure for a selected group of students, allowed them to work on projects both inside and outside the school, and helped them to define competencies which measured their progress in mastering subjects, rather than grades. Although the experiment was somewhat controversial at the school, the faculty, many of whom have been at the school for many years, knew and trusted Myers, as did students and parents. "You can't even begin to do a study like this one unless someone starts it who is known to the faculty and is generally trusted," said Myers. As a member of Sampieri's staff, Meyers returned to Granada High in October 1974 to begin the study.

Myers and the Granada Hills principal visited a modularized public high school in Quincy, Illinois, called Education by Choice which allows students to choose from one of seven schools within the high school setting. Although he provided information to teachers on this and other programs, Myers spent his first month on the job back in Granada Hills providing information on innovative programs listening to teachers and assuring them that he was not going to design the study. "'Grass-roots' is the key idea", Myers said, "I knew that the catalyst for any change had to be the teachers. My strategy was to be completely honest. I told them I had no guarantee of funding for any ideas they came up with -- but the district was willing to listen to their ideas".

Myers provided only the structure by which the faculty would study and consider changes in the administration of the school and the roles for teachers. Working through the existing faculty committee, they elected 15 faculty members for the special Faculty Planning Committee which would coordinate the feasibility study. Of the remaining 36 faculty who volunteered, but were not elected to the Committee, some 26 agreed to serve on six subcommittees which

would study different areas of school operations and make recommendations to the Faculty Planning Committee. Ultimately this Committee and the Principal will decide which recommendations to include in a proposal to the district for 1975-76. Students and parents will have a say about what changes are made in the school, but they have chosen a reactive, rather than a planning role, according to Myers. Students are kept informed through their class officers, and parents are represented by their Community Advisory Council members; in the first six months of the study, two routine hearings were held between the Community Advisory Council and the Faculty Planning Committee to keep parents informed. In addition, one subcommittee on community affairs is investigating ways to involve parents and community people more directly in school activities. Beside the community affairs subcommittee, others include:

- managment of the school

  In addition to interviewing all administrative staff by the chairperson, the entire subcommittee spent an afternoon with the principal, discussing his responsibilities. They determined that a major portion of an administrator's time was devoured by interruptions, and that the principal's work load should be cut or redistributed.

- curriculum/instruction

  This subcommittee considered the introduction of additional "schools" within the high school. One option they want is another "school within a school" where students help design individualized learning programs and are allowed to include job site work for credit; their proposed school would be more structured than the existing "school within a school" developed by Myers; would impose more constraints on students in terms of learning requirements, attendance and accountability to teachers.

  Other schools being considered for adoption are a fundamental school which emphasizes learning structures and basic skills for students; a school of health science which provides interdisciplinary instruction in skills and job site experience related to a whole range of medical professions; a school of aerospace science which would emphasize training in the jobs which combine science and technology.

- evening schools

  This subcommittee is exploring ways to use the Granada Hills school for student and adult learning at night.

- guidance and counseling

  This subcommitte is exploring the advisability of helping teachers and counselors assume more of a counseling role in providing career information to students and helping them make decisions.

- exchange with California State at Northridge

  Capitalizing on an arrangement Myers made with the President of Cal State at Northridge, this subcommittee is exploring ways of facilitating exchange of teachers and resources between the university and teachers at Granada Hills High School. Presently, teachers working on subcommittees of the feasibility study are receiving college credit for their work. Faculty members from Cal State at Northridge will teach special sessions at Granada Hills; for example, one professor will teach a course termed "Hollywood and ULS. History" which view recent American history through film.

Final decisions about what recommendations for change will be adopted will be decided by the Faculty Planning Committee and the Principal. Myers anticipates recommendations for change will be completed and into the district by mid-May 1975 after review and approval by parents and students.

"We'll be asking for 'people money'", says Myers. For example, to pay faculty of the experimental schools within the school, or for staff time during the summer to prepare for new structures or activities, "we're probably talking in the neighborhood of $100,000 to $200,000 which we will ask from the district. Of course, it all depends on funding, but it's exciting to see how fast this faculty has taken hold on the study. We've got a good process going."

Progress and Prognosis

By the end of this first installation year, the Comprehensive Career Education Model project will have tested and begun to refine five elements of its ultimate program. The process of research, planning, small-scale testing and gradual expansion is necessarily slow, but results in smooth implementation in the long run. This is particularly important for a school system the size of Los Angeles'. "We've defined progress to date, not products," says Bob Sampieri. "You've got to define process as a product."

Critical to the success of a large-scale program such as this is the support of key people throughout the organizational hierarchy. Bob Sampieri

and his staff enjoy the backing of Los Angeles' Superintendent of Schools Dr. William J. Johnston, in whose office Sampieri previously worked. Dr. Johnston, according to Bob, "provides leadership and the ability to project confidence in a new direction which allows us to feel that risk-taking is okay. Anyone at the low level of the scale will only take risks to a certain degree without knowing what the support is from the top." This kind of realism has informed the staff's dealings with other school district political groups and kept Sampieri's office from stepping on toes wherever possible. By leaving ultimate program direction to the decision of Area Administrators and by insisting that funds be allocated to existing District offices, Sampieri and his specialists enlisted cooperation rather than resistance from key educational figures.

In its dealings with the business community, the Office of Career Education has used the same kind of no-nonsense approach, meeting business figures on their terms rather than educational ones to gain the respect crucial to a real working relationship. Staff made sure, moreover, to tap the decision-makers for program participation, people with the power to make things happen in the commercial community. Face-to-face personal contacts are essential to this process, and staff as well as District officials have involved themselves heavily in business groups. Recognizing that they can't expect to get something for nothing in the business world, the project has also looked for effective ways to encourage business participation, through tax incentives and the kind of publicity campaign organized for Career Expo '75.

A lingering problem, one that may intensify in the future, is a continuing shortage of work-observation and work-experience slots in area businesses for school staff and for students. Says Henry Weiss, the Industry-Education Councils Vice-President, "You can only put so many kids into work situations or in contact with business experiences before businesses are saturated." This is one of the reasons the Alliance hopes to help expand membership in the Industry-Education Councils. For its part, the Office of Education is recruiting new businesses as quickly as it can through personal contacts and through high-visibility efforts like Career Expo '75.

Orange County Consortium–
Career Education Project

Orange, California

Principal Author: Kathryn D. Hewett

IN-BRIEF

Orange County Consortium, Career Education Project
570 North Glassell
Orange, California 92666

Jack Sappington, Project Director

Originated September 1972

The Orange County Consortium - Career Education Project includes the Orange Unified School District, the Santa Ana Unified School District and the area served by the Rancho Santiago Community College District. This case study focuses primarily on the implementation of the career education model in the Orange Unified District. There are minor differences in the way that the project operates in the Orange and Santa Ana districts. The Consortium's Program Administrator is the Director of Special Programs in the Orange Unified District. He is responsible to the Superintendent of Instruction for Orange Unified, and to the Superintendents and Boards of Education for each participating District. The Regional Occupational Program (ROP) is separately funded through state and local taxes but its various classes are utilized by target expansion schools in the Consortium.

Project Staff

Project Director	(Orange District)
Assistant Director	(Santa Ana District)
Program Coordinators	(2 - from both districts)
Community College Coordinator	

Target Schools Involved

Santa Ana Community College
High schools - one each in Orange and Santa Ana districts
Junior high schools - 2 each in Orange and Santa Ana districts
Elementary schools - 4 each in Orange and Santa Ana districts
Altogether 32,000 students and 825 teachers, counselors and administrators

Funds

-U.S. Office of Education; Vocational Education Amendments Act Part D (Exemplary Programs)	$161,000 /yr.
-State of California, Department of Education, Vocational Educational Amendments Act Part D (Exemplary Programs)	37,000
-State of California, Department of Education, Vocational Education Amendments Act, Part B (Instructional Materials)	72,000
-Orange Unified District; matched funds for Part B grant from State Department of Education	72,000
Annual operating budget	$342,000/yr.

-The consortium makes use of Regional Occupational Program support by the state of California for secondary and community college students. No total sum has been identified for the ROP students from the Consortium's target schools.

Major Features

-Needs assessment and yearly management timetables
-Spiral curriculum developed by teachers for incentive
-Guidance curriculum and Career Centers in target school
-Work experience and entry-level skill training in Regional Occupational Program

The Consortium and Communities

The Orange County Consortium brings together two physically contiguous but different suburbs in southern California. While both are generally considered to be politically conservative, Orange District population is middle to high income, middle class, and predominantly white. Santa Ana's public school population is 50% minority, largely Spanish-speaking, working class and has a greater number of low-income families. The Consortium was a deliberate attempt to bring the two districts closer together with one another and with the Rancho Santiago Community College District which encompasses both cities. Boards of Education for each district have authority over project decisions which affect their respective districts.

California has traditionally been the bellwether for trends that later spread east to become part of American life. Although the state's political make-up ranges from ultra conservative in the south in ultra liberal in the north with every possible permutation in between, one constant is commitment to educational excellence and change. In the past ten years, Californians have seen the establishment of a first-rate system of junior and community colleges, the inclusion of pre-school facilities in district-funded public school systems, and the proliferation of regional occupational programs specializing in entry-level job training for older students and adults. While career education isn't California's first priority, innovative programs are flourishing at the local and district level, and indications are that this kind of education is coming into its own in this state.
A Task Force on Career Education was named in 1972 to study the replicability of components in career education demonstration programs throughout California, and make recommendations about the level of state support necessary for the growth of such programs. A team of Task Force specialists is currently designing a Master Plan for implementation of career education on a statewide basis and is supporting legislative efforts to enable this implementation.

Although some programs are being developed for huge districts like the Los Angeles Unified School District, others are being tested in smaller clusters of schools. The Orange County Consortium represents a relatively large, and unusual program effort in that it administers the career education program in target schools in three districts. It's funded by the Vocational Education Amendments Act as a demonstration project for three years. The Consortium includes one community college, two high schools, four junior highs, and eight elementary schools in the Orange County cities of Orange and Santa Ana. In addition the Consortium has an important cooperative relationship with the Central County Regional Occupational Program which provides low-cost job exploration and training opportunities for high school and community college students.

The Consortium's career education effort includes teacher-developed curriculum, a guidance program, a system of career centers, and a coordinated work experience/regional occupational program to serve students from kindergarten through the community-college level. Says Project Director Jack Sappington, "What I've tried to do in three years with career education is to drive it so deep into the curriculum that it will never come out." Jack feels that if he and his staff do their jobs, in five years career education won't be visible at all as a program, but it will be an integral part of every teacher's basic approach to education.

A Look at Beginnings

Back in 1971 when the Santa Ana and Orange Unified School Districts were talking about joining together in a Consortium, two of their resources seemed to make them likely candidates for Vocational Education Amendments Act funding. One was a growing regional occupational program which offered short-term, inexpensive job skill training to students and adults. The other resource was Jack Sappington, who'd helped establish the occupation program and other innovative projects as Director of Special Programs for the Orange Unified district. Sappington, in his early forties, has spent many years in vocational education in California and characteristizes himself as a wheeler-dealer. His talent for grantsmanship and his commitment to career education were just what the Consortium would need in an administrator, and his position as Director of Special Programs for the Orange District ensured that career education would be coordinated where possible with other projects in the district.

Sappington and Dr. Ed Roberts, head of the Central County Regional Occupational Program, wrote a proposal incorporating Roberts' program into a larger career education scheme and received a three-year grant of $483,000 from the Office of Education in September 1972 and has had an additional $181,000 each year from state and local sources. The Career Education consortium was set up within the Special Projects Office in Orange District with Jack as Director and Larry Johnson of the Santa Ana District as Assistant. Two full-time specialists were hired to oversee day-to-day operations from K-12 in the two districts: Tom Schrodi, a former history teacher, and Don Isbell,

who had taught sixth grade. A third specialist, Donna Farmer acts as the principal administrator for the career education program in the Rancho Santiago Community College District. She is in a unique position to coordinate career education activities through her position as Dean of Instructional Service at Santa Ana College, the District's major educational institution. Each district Board of Education (and the college's Board of Trustees) has the power to reject career education components it doesn't want but each functions independently and cannot accept or reject programs for the whole Consortium. An early Consortium decision was to concentrate on 15 target schools. After office overhead was skimmed off, this meant that operational funds were allocated 40-40-20 among the two school districts and the community college.

- Program Growth and Changes

To get the program off the ground, Sappington decided to find out what kinds of projects would be needed. He did this with a home-made needs assessment. "We could have lifted bits and pieces of other needs assessments from a lot of places," he points out, "but to get people really into the project we decided to do it ourselves. We spent some time and money developing the instruments and conducting the survey where other sites seem to jump right into career education without benefit of a needs assessment. But I wouldn't have done it any other way; besides, we'll do the assessment again at the project's end to see how far we've come." Consortium staff first asked district administrators and principals to help identify teachers with ideas and energy and formed survey teams to develop and administer needs instruments. The teams interviewed teachers in all target schools and a random sample of students, parents, and employers. Among the findings were two significant items:

- Most teachers indicated that they spent less than 25% of classroom teaching time on any aspect of career education but were willing to spend more time on it. To do this, they wanted additional curricula to help them relate their subjects or skill areas to careers and occupations.

- Students revealed that most of their career information came, in order of importance, from the mass media and from their parents. About 15% indicated no help at all in learning about careers from any source.

The Consortium's proposed program, as outlined in its original grant request, had included broad plans for curriculum development, teacher training, work experience and job-skill training for secondary students. In the light of the feedback from needs assessment, these generalized objectives would have to be concretized into specific plans. Sappington's next step was to hire a consulting firm to help staff redefine program objectives and provide management training in planning, budget control, and setting performance objectives. "My staff were good teachers and energetic people, all young, fresh kids," Jack recalls, "but they had little experience in managing programs. The consultant's purpose was to make sure we stayed on target and that the things we decided to do could be done. They did a fantastic job for us and they learned from us as well. During the first year, then, we re-wrote the project. I wanted it so that every objective we said we were going to meet we would meet, but they had to be written in such a way that they were realistic. The process was important--we shifted job descriptions, divided up the responsibilities, set timetables, and spelled out everything. Once that was done, then everyone knew what had to be done and when it had to happen."

The resulting blueprint was then developed by staff with some assistance from their management consultants. The plan and the process by which it was refined proved to be invaluable for implementation of the program. A highly simplified timetable looked like this:

Year One	Conduct needs assessment Develop subject area curriculum for 5 of the 15 OE occupational clusters by teachers Develop guidance curriculum by emphasis on secondary counselors Develop media projects to be used with curriculum and guidance activities Conduct in-service training for teachers and counselors to assist in developing curriculum
Year Two	Develop curriculum in 5 additional clusters Field-test Year One curriculum Develop guidance component for elementary schools Establish facilitators at each target school Continue in-service sessions
Year Three	Develop curriculum in final 5 clusters Field-test Year Two and Three Curricula Redesign staff positions for continuity after project ends

Document major project activities and products
Evaluate Year Three objectives
Re-administer needs assessment (slightly modified)
In-service training for teachers and counselors to ensure use of materials
Expand work experience program for younger students
Expand program to non-target schools
Relate project products and ongoing activities to other special projects in district such as consumer education, early childhood education, career planning centers, others
Evaluation

Major emphasis during the first year was on curriculum development. "Most teachers, especially most good teachers, are really developing curricula all the time," says Tom Schrodi. But when the career education project began in Orange and Santa Ana in 1972, most of the formally recognized curriculum development was being done by senior teachers, who alone were eligible for small project grants. The Consortium provided an alternative by setting up curriculum teams in each target school and the community college, each group composed of five teachers for a particular grade level or subject area plus a member of the central project staff. A two-day orientation retreat was held for teachers, administrators and staff to kick off the project.

During the first year, teams designed units for five Career Clusters: Fine Arts and Humanities; Health; Communications and Media; Consumer Education and Homemaking; Business Occupations. Each development team was responsible for field-testing the units it came up with and arranging for other teachers to evaluate the units. During the following summer, a series of implementation workshops helped other teachers learn how to insert these units into their regular classroom plans. At the same time, some groups were working on media presentations, wrestling with the problems of scripts and photography for slide-tapes to complement various units. A writing specialist was hired to help this and the curriculum efforts. Project staff, for their part, were articulating their ideal finished curriculum, a spiral of career education concepts aligned vertically from K to 14 (second year of community college) and horizontally through each grade and subject area. The matrix they developed specified four levels of awareness and five developmental stages to guide curriculum production for each level -- K - 6, 7 - 9, 10 - 14.

As the project gathered steam, some changes were undertaken. Curriculum development teams, an effective way to provide structure and support for teachers during this phase of the program, became less useful. Teachers who had originally been drawn by the college credit awarded to those team members who attended development sessions wanted to work more individually at home. Curriculum development by individuals was more manageable for central coordinating staff than the groups of teachers who customarily attended the sessions. Along with the move toward individual curriculum work, the project staff instituted money incentive systems to encourage teachers to not only develop units, but field test and evaluate them. A completed unit, accepted by the district Approval Committee would bring its developer $77; when the unit had been taught, and evaluated, the teacher received an additional $49.

Some 45 teachers participated in team work during the first year; 30 in the second, and by mid-year in 1975, 25 teachers had submitted units. All 15 Career Clusters have been covered and Jack Sappington has arranged for publication of the curriculum units.

Changes were made in staff as well. Tom Schrodi and Don Isbell had initially identified themselves with the age groups -- secondary and elementary respectively -- they'd previously taught. This affiliation was useful during the start-up year when credibility of the central staff as working teachers rather than administrators was important. As they assumed additional administrative duties, however, they found it easier to concentrate on both districts where they could work with all grade levels.

Perhaps the most significant change was the designation of a facilitator in each school. Originally, the Consortium had planned to hire an additional staff member for the central office during the second year, but it soon became evident that on-site career education personnel in each school would be more effective in getting career education accepted for this position, and one facilitator was hired for each school each to be paid $800 extra per year for their work.

The role of the facilitators is different at each target school, depending upon interests of teachers and the ingenuity of the facilitator. They help teachers select new career-oriented curriculum materials and, in many schools, set up a resource room or laboratory where such materials can be centralized for individual teachers and students. After the first curriculum development year, facilitators help teacher teams field test and evaluate units and helped other teachers implement units which were developed. They found individual and small group work most effective for these activities.

Facilitators regularly get together to share ideas and report each month's activities to central project staff. This process originally by-passed school principals, but project staff soon realized that by including these administrators in their review process, they enlisted valuable support for their activities.

Now that the start-up period is over, the Consortium still does a lot of curriculum work, but efforts are also going into improved guidance, and expansion of work experience opportunities for secondary students.

Curriculum

- Elementary Level

From the beginning, the project has concentrated on curriculum for elementary schools because, says Jack Sappington, "if you get kids turned on in elementary school, by the time they get to the higher grades, they're going to force some change in the way they learn and the things they want to know. We're trying to break the traditional one-teacher-to-29-kids with desks in rows and everybody in the same book on the same page at the same time." It's easier for this to happen in the primary grades, Sappington acknowledges, because teachers have children for longer periods of time and are not tied to subject areas.

Such change is beginning to happen in the Consortium's elementary schools. Facilitators are the keys to providing materials and impetus for teachers to try new approaches and units, but principals still have overall authority for curriculum changes. In some schools, change has been gradual: after working with the facilitator in her school for a year to purchase books and materials about careers for her students, one teacher finally got permission from her principal to use the full $1000 materials budget allocated to the school for career education. At the same school, career corners have now been established in several classrooms and teachers and administrators seem increasingly interested in the concept.

The Fairhaven Elementary School recently got a new principal and many new staff. Its student body was reshuffled because of a redistricting of new people and new ideas had been especially beneficial for the career education cause, and many new activities are underway.

A particularly interesting feature at Fairhaven is the Departmental Electives program in which teachers with special interests in crafts, music, woodworking, and other areas develop semester-long courses. All fourth, fifth, and sixth graders can sign up for one course, although sixth-graders get first choice. These offerings are highly popular with the kids, and the titles alone are an indication why:

"How to be a Ham"	--	skits, plays, and pantomime
"Hee-Haw"	--	guitar playing and hoe-downs
"Roll the Presses"	--	a school newspaper
"Clickity Clack"	--	learning to type; writing stories
"Mulligan Stew"	--	a hodgepodge of special guests who have interesting jobs
"Dr. Welby Meets Dr. Jekyll and Mr. Hyde"	--	exploring medicine and health careers, applying a cast, using instruments
"Goo, Gobs, and Glee"	--	crafts, macrame, clay
"Timid Termites"	--	woodworking; making simple toys and objects
"All-American Fairhaven Style"	--	learning to play basketball, soccer, softball

All courses are designed to combine basic skills and awareness of jobs and job skills. "We tried to develop not only the concept of career education, but also that you couldn't really be an effective career person without basic skills," says Fairhaven Principal Ewell Gunter. The elective pro-

gram also encourages youngsters to identify their interests and make choices--two important facets of the career education concept at all educational levels.

Children in earlier grades get plenty of exposure to career education too, through classroom study units, career corners with books and records (first and second-graders love the headsets), and visits from local workers. Fairhaven recently asked its student body to bring in some interesting guests, and the youngsters did just that. "I came back from lunch one day to find an entire maintenance crew parked at the school," recalls Ewell Gunter. "There were four trucks, a tree shredder, and several people. The kids loved it. They found professional baseball players, artists, race drivers, and many others. One even suggested the Mayor of Santa Ana and after he visited, the Mayor of Orange came in for equal time."

Younger children also have access to the school's woodworking room, and Facilitator Fred Berry has found cross-age tutoring really works. Students from regular high school and vocational classes come to Fairhaven during shop time to tutor kindergartens and older children in woodworking. Fred has also arranged for high school students to make parts of kits for Fairhaven students to work with, assemblies like wheels, frames, and interlocking pieces too complicated for young children to make.

Puppet shows have become part of the career education focus for primary and intermediate grades in Orange and Santa Ana schools. Don Isbell found two college instructors from the Los Angeles area who can make puppets out of almost anything and organized in-service sessions to show teachers the possibilities of puppetry. Many shows have been put together, some of them bilingual to help both district's Anglo and Chicano youngsters learn Spanish vocabulary and Mexican customs and folklore.

- Junior High School Level

For teachers who have't been involved directly in developing curriculum units, the facilitator is particularly important as a conduit for ideas. Says one teacher who was a member of an original curriculum devlopment team, "We usually have no trouble getting units field-tested, but teachers are still reluctant to pick up a whole booklet of units and put

them into their classrooms. That's why the facilitators are so important, particularly at the junior high school level. Teachers are looking to them more and more for ideas."

Tim Harvey is the new facilitator at Yorba Junior High School in Orange. He's concentrated on setting up a Career Lab and helping teachers and students learn what's there, instituting a pass system that allows youngsters to use regular class periods and free time to work in the Lab on special projects. Staffed by seven volunteer parents who are trained in the available resources and use of equipment, the Lab since fall 1974 has been used by 257 students. All are asked to fill out an evaluation sheet detailing why they came to the Lab, what they wanted, what they used, and what their career plans or interests are. Tim is using the resulting profile to improve the Lab, and he shares information with the school's guidance staff.

Tim and two other instructors are teaching mini-courses to help students assess their interests and abilities, and after a poll of students, he arranged for career speakers to come in and talk about the issues they face in their jobs. The speakers, as requested by the kids, talked about teenage crime; alcoholism; rape; probation; police and the law; child abuse; and paramedics. Junior-high classes use project-developed curriculum, but each class tends to adapt the material to suit itself. Discussions about typical career topics take different turns and have different focuses depending on student interests.

At any given time, several career-related activities are taking place in Yorba Junior High. Recently, all seventh-graders were involved in a 10-day unit on science which was part of the regular curriculum. Tim and the teaching staff had set up 10 learning stations around the school with different activities at each. In each class, small groups of students moved from learning station and one activity, to another station with another activity. This arrangement of learning stations allowed the teacher to help individual students, as well as to coordinate groups of students progressing through the learning stations at different speeds. At two stations in one classroom, students were writing stories about

careers in science, and others were compiling fact sheets about jobs in the field. Two other learning stations in another room featured a cassette loop about oceanography and a set of occupational puzzles and work games. Rooms were close enough to permit the teacher to move between them easily, and students were absorbed in their work. "I don't know what I want to be," said one girl, looking up from her puzzle, "but that's okay. I didn't know there were some of these jobs and now I know a lot more about them. What do you do?"

- Senior High Activities

Sappington has long recognized high school and community college as the most difficult levels for selling career education curricula wholesale to the subject area teachers. The most important changes in the high school experiences offered to students is not so much in curriculum, as in guidance, in some work experience placements and in the Regional Occupational Program's various skill training classes. Movement to incorporate career education into high school is primarily in the hands of counselors; they emphasize student-centered guidance, depend on working with individual students and teachers, and make increasing use of the Career Centers to expand awareness of career materials and information.

Although secondary teachers were involved as curriculum team members, the adoption of career units tends to be done by individual teachers rather than consistently school-wide. For example, a physiology teacher has designed a three-week unit for awareness of careers related to his field and references to career skills and professional jobs are part of his day-to-day curriculum; an English teacher designated a portion of a whole semester to communication skills in different types of jobs.

Work experience coordinators, because they are primarily school-based vocational education teachers, have not entirely made the change from traditional job skill-oriented vocational education to the combination of technical and human relations skills which career education emphasizes as on-the-job reality. Project staff, the high school facilitator and counselors are not dismayed by the relatively gradual adoption of career education

into the curriculum; indeed, they believe that this self-paced adoption of career information is particularly appropriate for teachers at this level, where students, too, must be treated one by one in planning and making decisions about careers.

- Community College Level

Santa Ana Community College, located west of the city's center in a complex of new buildings, has an enrollment of 20,000 students and receives 20% of the Consortium's operating budget. These monies have been used to develop curriculum for regular and continuing education classes, and for local community education needs. The college's Dean of Instructional Services, Donna Farmer, is the project administrator for the Rancho Santiago Community College District. She has been using teams of teachers to develop curriculum units from one to three weeks long. A completed unit is worth $250 to the developer after field testing and refinement, whether it's a written or a slide-tape presentation. Some 33 units have been developed so far, focusing on media, insurance, environment, technical report writing, planning career paths, nursing, English as a second language, and many others. Many continuing education courses at Santa Ana College are open entry and exit allowing students to move at their own paces. In addition, Donna and faculty have developed curricula for the Santa Ana Fire Academy.

Guidance Systems

- Elementary Level

During the project's first year, guidance personnel in target schools redefined their approaches to students and utilized new strategies for helping young people identify their interests and plan for the future. Consortium staff held district-wide workshops for guidance personnel, and facilitators worked with counselors to develop new materials for students. Although guidance personnel aren't normally found at the elementary level, the Consortium felt that because it was concentrating so much effort at the primary level, teachers should be able to act as counselors in each classroom. As a result, guidance counselors for other age groups and dis-

trict consultants were involved with teachers in developing guidance curricula during the project's second year. The effort produced a number of individual units, grouped by grade and age level, each with a specific objective. A typical activity for second-graders, for example, is aimed at broadening student awareness of the changing job roles of men and women. Youngsters collect want ads for various jobs and discuss what kinds of people should have them, what skills are required, and whether they think men or women should hold each job.

The booklet of activities counselors developed is described by project staff as the Guidance Cookbook. "We decided on a cookbook approach to curriculum that would allow teachers to select activities as they needed them -- activities we made sure were guidance-oriented," Tom Schrodi explained. Facilitators in each elementary school offer the booklet to the teaching staff to complement other career education activities and materials.

- Junior High and High School Level

For junior and senior high school students, guidance activities are much more student-oriented, aimed at helping them identify their goals and prepare for them. While classroom subjects and career development curriculum help them see the range of options open to them, students must now begin to sharpen their interests and to recognize their own abilities. All eighth graders fill out a counseling priority survey (described more fully below as it is used in high school) indicating their interests in subject areas and careers. The survey results are used by facilitators and counselors to plan resource visitors, field trips, and special career-related units. It also helps counselors describe the range of possibilities (regular courses, work experience, Regional Occupational classes) available in high school. Ninth-graders at Yorba Junior High are all given a three-week class on choosing courses for high school just before they register at their senior high and are given interest inventories (the Ohio Vocational Interest Inventory, Job-O) to help them decide what they'll study.

Orange High School has its own Career Center, a large room with bean-bag chairs for kids to loll in and shelves crammed with booklets, pamphlets, tapes and video cassettes. The school's five counselors have made extensive use of this room to expand their guidance efforts. Here as elsewhere in the district, curriculum development is now an individual effort and the continuing push for career education comes from the facilitator. At Orange High, Bill Stotts is a facilitator, but he's also a counselor, one who used a career education approach long before it became fashionable.

Bill and his fellow counselors have recently reorganized themselves in an interesting way. Only by becoming specialists in different areas of vocational and career information fields, they felt, could they keep abreast of all the new materials and opportunities available to students and teachers. "We sat down," Bill recalls, "and drew up a list of all the reasons that students might need to see us, based on experience and what we were learning about career education. We came up with 21 and then divided them among ourselves according to interest and experience." One counselor took military careers and recruiting, another financial aid, and so on. Taking responsibility for an area means coordinating help for all activities in that area by other counselors. Guidance personnel feel the specialist approach is working far better than the old "anchoring" system where students are assigned alphabetically to one counselor.

Early in tenth grade students receive an orientation to the Career Center and begin meeting as a class with a counselor. As one activity, they discuss and fill out the Priority Counseling Survey, a four-page needs assessment which asks for student plans (or lack of plans) for work or further education after graduation. The survey also asks about each student's graduation requirements and allows youngsters to identify fields of interest, need for financial aid, work placement, and other information. Results are computerized and prioritized to help plan group and individual counseling services. For instance, students with special needs for assistance or vocational training are identified and referred to people or programs who can help. Staff and counselors emphasize that counseling for all students encourages expansion of interest, but will also provide maximum assistance to arrange training and special programs for students who believe

they have identified a career interest. Survey results also show counseling staff what kinds of speakers will be useful to the students. In 1974, 28 speakers gave presentations in the Career Center on topics such as law, forestry, computer technology, consumer affairs bureaus, apprenticeship programs, and many more. Other speakers talked with small special-interest groups.

The Priority Counseling Survey was adapted for the Orange district from a system developed by the San Diego school system. Orange High presently pays $4,000 for this service which is administered annually to all eighth and tenth graders. Staff are currently revising the survey to fit local job conditions and to simplify it for faster and more efficient service. The resulting saving will allow them to cover ninth and eleventh graders as well.

Counselors at Orange County also negotiate with individual teachers to take time for career education activities. "Sometimes we have a unit that can be integrated perfectly into the subject being taught," Bill Stotts explains. "Other times we have guidance activities for an entire class. Teachers also ask us to develop activities relating career information for a particular unit." A recent Senior Seminar, for example, featured eight facets of getting a job. Social studies teachers allocated one week of classroom time for the seminar, which was run jointly by counselors and teachers. With some units, counselors organize and help on a one-time basis, leaving teachers to incorporate the material next year by themselves.

Career Centers are located in junior high and high schools and are funded through the Special Projects Office by Vocational Education Amendments monies set aside for instructional materials and equipment to the tune of $1,000 a year, plus local funding scavenged by counselors. At Orange High, a three-quarter time staff person orders and maintains materials and helps students find what they need. An interesting innovation is an orientation activity that requires student research in Center materials to answer a questionnaire. Correct answers are rewarded with part of a school day off. The Center features career literature, sound and slide projectors, 8 mm film decks, the VIEW information system and other career education hardware. One indicator of the Center's success is that former students

often come back to use the Center's information in revising their plans for school or training. For the future, Bill Stotts wants to offer more flexible hours than the current 9 to 4:30 set-up.

- Community College Level

Career Planning Centers in the Santa Ana College is based on the philosophy that decision-making is fundamental in selecting a career and that college age students should have personal help as well as written materials in order to make decisions. The Center at Santa Ana College occupies a large open space in the central administration building near the counseling and placement offices. The Center offers comfortable furniture and carrels for using its special equipment (the VIEW system, computerized data on local jobs, catalogs for schools with specialized or professional training). In all the Center offers information on more than 20,000 jobs and training opportunities. The Center here like others in the Rancho Santiago Community College District, is open to members of the community as well as to students and offers guidance classes in career planning, career options, and job acquisition skills. In Santa Ana's Center, two part-time staff help students locate materials, identify self-administered or other tests designed to help assess interests, and set up individual sessions or group classes for specialized help.

Work Experience Programs

The work experience programs offered by the Consortium to eleventh and twelfth-graders constitute the most visible reach of career education into the community. A limited work experience program had been in operation in the Orange and Santa Ana districts for several years. Two work-experience staff at each high school coordinate placement, follow-up and development of job slots for general and vocational work experience. This program offers students three kinds of participation:

- Exploratory -- Student placed in part-time, temporary jobs while in school to "look, see and touch" the skills and atmosphere of a particular job. There is no pay.

- General — Student is placed in a paid job not necessarily related to schoolwork or interests. Student may need the money and the exposure to the working world.

- Vocational — Student is placed in a job related to vocational courses such as woodworking, electronics, mechanical drawing or business occupations on a part-time basis. There may or may not be payment for the job.

In both the Consortium's high schools, more than 1200 students participate in some form of work experience. At each school a separate staff person is responsible for supervision and placement and preparation of students for exploratory work experience and for general and vocational work experience. Presently nearly three-quarters of the students enrolled in these classes are participating in vocational work experience and their coordinator makes sure their job experience is related to their regular learning at school. Although some students work after school on these placements, others spend time on the job during the day as if their work were, as it is, part of their learning schedule.

The Regional Occupational Program

Since the Consortium came into being, however, students in the Orange and Santa Ana districts have also been able to use the Central County Regional Occupational Program (ROP) which operates in Orange, Santa Ana and Garden Grove at local businesses and industries to provide job skills. The program teaches people age 15 and up and offers many additional opportunities to students without substantial cost to the districts. ROP programs are financed by state and local tax: students buy materials, but there is no charge for instruction. ROP classes must be a minimum size to ensure that the state will pay the costs of the teacher and classroom space, but they can be held anywhere a job is found or an instructor is willing to take on 10 or more students for a few hours a week. Classes vary in length according to the requirement of the entry-level skill being taught.

The Central County ROP, as it's called, operates in conjunction with the Career Education Consortium but is not directly a part of it. Dr. Ed Roberts, head of CCROP, helped design the Consortium project and his district-level coordinators work with Consortium staff to publicize their offerings. Each high school has a part-time staff member responsible for ROP activities in each school. In Orange High School she speaks to Career Center groups about ROP classes, helps individual students plan their schedules to include work experiences, and coordinates transportation in district mini-buses to get youngsters to ROP sites. The ROP program is growing apace: today there are more than 65 different courses being offered, ranging from air conditioning to truck driving to animal care, medical occupations, motorcycle repair, gardening and landscaping, welding, and so on.

"We try to dig up teachers and learning opportunities everywhere--chamber of commerce meetings, cocktail parties, service clubs, everywhere," says Jack Sappington. A highly popular ROP offering in Orange district is the merchandising course. Students meet twice a week in a spacious back room at The Lazy Owl, a small school operated crafts store in a shopping mall. The store sells arts and crafts on consignment, returning 60% of the sale price to local students and adults who make the objects. Students learn the fundamentals of merchandising -- display, sales strategies, and pricing. "We do everything from job readiness, procedures for the cash register, window dressing, how to sell, how to keep records, and take inventory," says merchandising instructor Ted Ondracek.

When the basics are covered, students move on to positions at a nearby Sears or other department stores. Ted works closely with department heads to make sure placements are satisfactory. "My department head has been great," says one young woman who works in women's sportswear. "She's gone over the departmental books with me. I've learned how she decides what to order, what quantities to buy, and even how to set up the displays. I originally wanted to get into a class in dental technology but when it was filled, I decided to try this and I really like it a lot. I may take advanced merchandising next semester." Students return to class periodically to review their progress and discuss problems or in-

formation they need to work more effectively. Some students have gone on to major in merchandising in college and a couple have become buyers. On the other hand, some say they now know they don't want to do this kind of work.

In the banking cluster, students first spend classroom time learning about accounts, statements, proofs, safe deposit systems, exchange and collections, general ledgers, and similar operations. Eventually, they're placed in a bank where they work along side a bank employee until they're ready to function as tellers. Instructor Martin Weir, a former assistant bank manager, takes meticulous care in his placement of students. "No two banks have the same atmosphere or the same expectations about students, and when you're talking about accepting a one-semester student who'll be put on the line as a teller, you're talking about a lot of trust." Many students are hired as full-time employees once their non-paid ROP placement is completed. They may begin as tellers, but often, because they know more about the total banking operation, they are moved to other responsible positions in a short time.

According to Jack Sappington, a major reason for ROP's success in Orange Unified is the excellent public relations and management of ROP Coordinator Marvin Graf. Graf is sold on the program, he says, and takes pride in finding instructors who have solid experience in business as well as a real interest in teaching. Instructors and ROP staff work to find community placements for on-site learning. Employers, generally, are responsive. They're interested in having students know how their operations work; they don't have to take risks with students who aren't capable or interested because instructors make sure that students performance is acceptable or modified; they get some help, often good help along the way.

The Consortium and the Future

In its three-year developmental history, the Orange County Career Education Consortium has accomplished a great deal on the elementary, secondary, and community college levels it set out to affect. In the process of articulating its goals, it has molded an effective management

team. In the process of developing a broad-ranging curriculum, it has drawn teachers and administrators into the process to ensure ongoing career development in the schools even if the program, as such, is terminated.

Changes in the program, after project objectives were refined early in the first year, were primarily concerned with use of staff and improvement of communication among teachers, principals, and Consortium staff. Tom Schroedi and Don Isbell found they could be more effective working by district rather than age group, and staff early on realized that facilitators in each school would be essential for day-to-day coordination and visibility. Jack Sappington's role has changed somewhat over the course of the project. Instead of devoting 40 to 50% of his time to career education, he's now able to supervise it with 10% of his time, leaving him free for other special projects and fund-seeking.

"In this business," Sappington asserts, "when you get one grant, you start immediately hustling to find ways to get more money." For two years now, he's been planning new ways to keep the project going in other forms when the original funding period runs out in May 1975. One major proposal combines current work experience and ROP programs with community college resources in a Career Technical Park concept which would allow students to choose among several options for schooling outside conventional institutions. Less ambitious proposals include continued funding from the original source; new career education money from the Office of Education's Title III for innovative programs (Elementary and Secondary Education Act); early childhood education or Emergency School Aid Act funding from the State of California. From the beginning, Sappington's office has had an agreement with the district that the latter will match dollar for dollar most vocational education money brought into the district. (Such assistance made Career Center funding adequate.) Plans are now being finalized for publication of the Consortium's K - 14 spiral curriculum which will bring in some, although limited, revenues.

Central staff expertise won't be lost when funding runs out. Jack Sappington will continue to head Special Programs, while plans are being developed for Tom Schrodi and Don Isbell to become Coordinator of In-service Training and Director of Staff Development for Orange Unified School District. Most vulnerable are the school-based facilitators, who -- central staff hope -- will continue to provide leadership in career education when funding is cut. Expension to non-target schools in Santa Ana and Orange districts has begun, with in-service workshops for teachers on the use of the Regional Occupational Program which will continue as is, because of its state and local funding.

Finally, as the project draws to a close, staff have revised and readministered original needs assessment instruments to teachers, students, and parents. Early summaries of their interviews are encouraging to staff member Tom Schrodi. Although they expected to find that career awareness and use of career materials had increased in elementary schools, they also found significant gains in career guidance available and used in the junior high and senior high schools. Many more high school students report receiving career information and guidance from counselors, and the percentage of teachers who are aware of and using career related materials in their classes has jumped enormously during the past three years.

Project staff plan to publish their findings and an evaluation of their needs assessment techniques in a separate report which should be completed by June of 1975.

Advocates for Women
San Francisco, California

Principal Author: Kathryn D. Hewett

IN BRIEF

Advocates for Women
593 Market Street Suite 500
San Francisco, California 94105

Advocates for Women is a nonprofit economic development corporation for women in the San Francisco Bay Area. It was organized in fall 1971 as a job center to provide information and support to women seeking new jobs or job advancement through affirmative action. It serves adult women of all ethnic backgrounds in the Bay Area. In addition to helping women seek jobs, it also provides training and consultation to employers and area business organizations in affirmative action planning. In March 1975, the organization served as an umbrella for three major programs, each with a separate staff located in their San Francisco office. They had recently opened an Outreach office in Berkeley, California.

Women in Apprenticeship Program

This program recruits and helps women to prepare for work or training in apprenticeship positions or non-traditional employment.

Director (full time)
Office Manager (full time)
Job Developers (three, 3/4 time each)
Tutor (half time - on sick leave)

Funds: This program is funded by the U.S. Department of Labor Office of National Programs from January 1975 to January 1976 for $65,721; and the San Francisco Mayor's Manpower Office, $8,842.

Total $74,563

Women in Management Program

This program recruits and helps women prepare for jobs in management or sales in Bay Area businesses.

Director (3/4 time)
Placement Director (3/4 time)
Placement Counselor (full time)
Recruitment and Development Director (3/4 time)
Secretary (1/2 time)

Funds: This program is funded by a private Bay Area foundation, the San Francisco Foundation from May 1974 to May 1975 for $15,550; and the San Francisco Mayor's Manpower Office for $14,164.

Total $29,714

Advocates for Women-Administrative and Work Planning Center

This group coordinates all activities of Advocates' programs. It operates the Work Planning Center of job finding information for women, and coordinates consultation services to employers done by Central staff, Directors of the organization and volunteers.

President (full time)
Administrative Director (full time)
Bookkeeper/Secretary (full time)

Receptionist/Intake Counselor (full time)
Counseling Coordinator (3/4 time)
Typist Cleric (full time)

Funds: The central staff, Work Planning Center activities and affirmative action consultation are funded through the San Francisco Foundation for $14,350 and from the San Francisco Mayor's Manpower Office for $6,994.

Total $21,344

Advocates for Women-Berkeley Office

This group of women offers services similar to those provided in the Central San Francisco office such as recruiting women, contacting prospective employers, and providing counseling for women who have affirmative action concerns or are seeking jobs. The Berkeley staff also refers women to services provided in San Francisco such as job preparation workshops and programs in management and apprenticeship or nontraditional employment.

Job Developers/Coordinator (full time)
Job Developers (2 full time)
Affirmative Action Employment Counselor (full time)
Secretary (1/2 time)

Funds: Funds for this office are provided through the City of Berkeley Comprehensive Employment and Training Act Commission, Title I for $3,875 and Title II for $49,020.

Total $ 52,895

Total operating fund in Mary 1975 for Advocate for Women programs* $178,516

*The program receives less than $10,000 each year from general fund-raising activities and donations; these are used for reserve and for general office expense.

The intersection of San Francisco's Market and Geary Streets marks the approximate heart of the city's business district, an area where glass-and-steel high-rise office buildings now compete for space with squat and stolid turn-of-the-century edifices with the charm of old marble and wood. In the morning you can sometimes smell the Pacific when the breeze is off the Bay, but this isn't the picturesque San Francisco of cable cars, wharves and flower stalls. Here, behind frosted glass and mahogany doors, the city's business is transacted, deals are closed, shares change hands, mergers are conceived, and far-reaching decisions--such as who will work--are made. On the fourth, fifth, and sixth floors of one of these gracious old buildings you'll find Advocates for Women, a non profit organization dedicated to changing attitudes and hiring policies in both management and labor spheres and to giving women the counseling and support they need to take advantage of the opportunities opening up to them.

Its other office in Berkeley is at the intersection of Adeline and Ashby Avenues, near the border of Oakland and Berkeley, an area much different from downtown San Francisco. In a mixed neighborhood which is predominantly black, the store front office is located adjacent to store-fronts which display antiques, plants, hardware and books; more shops are being renovated. The office is at a major intersection of bus lines, across the street from a new Bay Area Rapid Transit (BART) station, on direct bus lines from both the University of California at Berkeley and downtown Oakland.

Formed in 1971 by a small group of professional women donating their time, Advocates for Women is today operating on a collection of short-term grants totaling approximately $178,000. Its staff of 22, of whom half are full time, is bolstered by a corps of 15 regular volunteers who work in the program's offices and provide time away from their regular jobs to lead workshops and seminars for job seeking women.

Advocates for Women carries out a variety of services as a economic development center for women; in running several programs, it is different from other women's programs which generally have a single focus. Some, for instance, provide counseling, remedial education and/or basic skills training for primarily low-income women. Some are clearinghouses of job information for middle-class women interested in improving their already-launched careers. Other efforts emphasize part-time or shared full-time, flexible positions, and a very few prepare women for non-traditional or apprenticeship employment. Advocates for Women combines all these services and does so without blurring

its focus because it's been careful to define very realistically the extent of services it can handle in each area. At the same time, Advocates lobbies with the business and labor worlds to expand opportunities for women and consults with business in individual affirmative-action hiring and promotion plans.

In effect, Advocates for Women is serving as a small umbrella organization for the following programs and services:

- Women in Apprenticeship--recruitment and counseling to prepare women for entry apprenticeship in fields traditionally dominated by men. This program also works with unions and employers to locate jobs for women.

- Women in Management--recruitment and placement for women in management or positions leading to management jobs in the Bay Area. Counseling and job preparation workshops are provided for women, and the program also works with employers to develop jobs and positions for women.

- Work Planning Center--the Center contains job listings, descriptions of experience/skill requirements for available jobs and area training programs. The Center has also offered short-term career counsling sessions to groups of women.

Special Services

- Affirmative Action Recruitment and Counseling--consulting services by Advocates' senior staff to help businesses recruit and prepare women for jobs in compliance with the Equal Employment Opportunity guidelines.

- Acting Affirmatively--a 15-hour training program for employers and women employees who want to move upward in their companies. Run by Advocates staff, the program is designed to support employer affirmative-action goals.

- Business Development Services--workshops and conferences conducted with women interested in starting their own business ventures. Workshops focus on problems of finance, marketing, and management.

Administrative responsibility for the consolidated organization is held held by a central staff, primarily the President, and Executive Director, support staff in the Work Planning Center, and past staff who continue to volunteer.

Women in Management and Women in Apprenticeship have separate staff but both programs are housed in San Francisco with central administration on two floors of the same building in San Francisco. At least once a month, program planning meetings involve program directors, the President and the Berkeley office corrdinator; other monthly all-staff meetings are held for group decisions.

Internal program structures are fairly traditional, with President/Coordinator Becky Mills supervising all programs and responsible for finding continued funding. The Apprenticeship and Management programs have separate staff while support staff and volunteers operate the Job Center. All staff and members of the organization's Board of Directors participate in various workshops, programs for employers, and public relations tasks. Although Advocates for Women does not operate strictly as a collective, decisions are made jointly by staff and the Director.

In many ways, Advocates for Women addresses the same issues that public school career education programs deal with, but for adult women. The programs offered by Advocates seek to help women identify career interests and abilities; help them plan training or skill development that will lead to the careers they've chosen; help redefine traditional views of "women's work" and "men's work"; and try to enlist employer support of career choices based on interest and ability rather than stereotyped notions of appropriate roles for women. Most staff believe in the issues of equal employment and opportunities for personal development, but vary in their personal commitments to feminism. Many women who participate in the program don't consider themselves feminists or part of any group philosophy. Advocates for Women is an eminently practical organization, a collection of programs focusing on employment for women which also acts as a negotiating agency on their behalf. It operates on funds from establishment sources, and deals with establishment businesses.

Getting Off the Ground

Equal status and income for women are goals far from realization, despite constitutional guarantees and continuing federal pressure in this direction. Underemployment and job discrimination are facts of life for women in the work force: for those aspiring to their own businesses, sex discrimination pervades credit practices, pension programs, insurance and banking. All current efforts to improve the employment picture for women run into two obstacles: the glacial pace with which public opinion (and therefore opportunities) changes, and the economic recession with its tight money and widespread, across-the-board unemployment. "Last hired, first fired" takes on a certain poignance when women have at last begun to make their way into non-traditional jobs.

Advocates for Women was formed in the fall of 1971 by three women who wanted to establish an economic development center to help women learn to operate their own businesses or get better jobs. Attorneys Barbara Phillips and Marilyn Patel, along with Del Boetz whose background was in economic development work, laid the groundwork with incorporation, by-laws, and the recruitment of Rebecca Mills as a Coordinator to be in charge of recruiting and training women to operate a Job Center. Becky, with an M.S.W. in community organization was a former affirmative action officer, newspaper writer, and social worker, whose consulting firm, Womenpower, Inc., was helping employers develop affirmative action goals. She was assisted during those first volunteer weeks by a part-time office manager, Guadelupe Lafranci. A kick-off press conference with an appearance and endorsement by feminist personality Gloria Steinhem helped give the program some visibility. Advocates for Women soon proved that they were committed to serious work as an organization. Using entirely volunteer labor, they organized and conducted two conferences in San Francisco concerning affirmative action. Local employers and women's organizations participated and pronounced them successful.

"We didn't try to design the whole program right away," Becky recalls. "We tried to do what we were supposed to do--set up an Employment Center for women and begin to identify where the next set of funds were coming from. Our original funding experience was not atypical for an organization like ours. There are in most cities a certain type of little-known foundation that will give you money to get started. They're there to take risks, but they don't take them for long, or for very much." The first seed grant from a small San Francisco foundation totaled $158,000, and with the volunteer staff organizing the Center and providing counseling to the program's first applicants, Becky and the Advocates founders set out to find more money. Volunteer Marjorie Kurzman proved an able public relations worker, so Becky split her coordinator's salary to hire Marjie part-time. By the end of the six-month funding period, they'd made contacts throughout the city and submitted 40 proposals, most for continued Center operation and establishment of a credit center for women beginning their businesses or in personal emergencies. Not one of the proposals was funded, and although Van Lobel Sels came through with an additional $6,000, it would be the foundation's last contribution.

Thus began 1973, which Becky describes as the program's brinksmanship year. "What you're doing that year is, you're showing potential funding sources that you have what it takes to keep pursuing your ideas and plans." Staff persisted making more contacts, appearing on radio and television. But it wasn't until the end of 1973 that nibbles of future funding could be felt. Two other local foundations provided funds to keep the Employment Center in operation, and Pacific Telephone and Telegraph, under a consent decree from the U.S. Office of Equal Employment Opportunity, contracted with Advocates for Women for assistance in recruiting women for their skilled crafts jobs. Things really began to move when the U.S. Department of Labor's Office of National Programs funded a proposal for a women's apprenticeship program, and the San Francisco Foundation expressed interest in the organization's proposed Women in Management Project.

By March of 1974, Advocates for Women had its funding from all four sources and was developing programs and services. While each element of the overall program had to deal with the difficult problems of job discrimination in a dwindling job market, the Women in Apprenticeship program had perhaps the most serious opposition to face.

Women in Apprenticeship

The Advocates' proposal to the Department of Labor focused on recruiting and placing women in apprenticeships and in jobs not traditionally held by women. Program plans included a major information-gathering and publicity drive to make women more aware of union opportunities and make the unions more aware of women's growing interest in their fields of work. The Program also planned to provide counseling, tutoring, and support services such as transportation and child-care help that women would need in order even to consider making a long-term commitment to apprenticeship and training. Putting these ideas into action required a strong, motivated leader, and the program found those qualities in Dorothea Hernandez, Acting Director of a Model Cities program for Spanish-speaking San Franciscans. Dorothea, whose family had come to San Francisco from Puerto Rico via Hawaii, was the first high school graduate in her family. "Before I even graduated I'd been working in what we call non-traditional jobs," she says. "To help support my family during the war, I lied about my age to take jobs as a

forklift operator, electronics assembler, radio operator repairer." After high school, a brief stint as a secretary convinced her that she wanted better jobs with better pay. Working for various unions in the Bay Area, Dorothea eventually was hired as a dispatcher in a union hall where she learned first-hand how people get and keep their jobs. Even with this excellent background, Dorothea's first year as Director of the Women in Apprenticeship program wasn't easy.

First-year objectives were to help women prepare for union apprenticeship or pre-apprenticeship training programs, and for non-traditional employment outside union spheres. Placing women, however, required more than the usual job-development tasks common to employment agencies--matching people with positions. Dorothea and her staff (one other full-time, four part-time workers) had to learn the processes and informal rules governing union business in San Francisco. One of the program's first contacts with a major apprenticeship council and a specific union looked promising: although Advocates had barely begun recruitment, several women underwent initial skills tests and applications and were placed on union lists. Three were placed in jobs. Shortly after, however, at a meeting of the California Apprenticeship Council, union representatives discovered that while federal guidelines said they must hire minorities, no affirmative action provisions were made specifically to encourage the hiring of women. With this excuse, the council relaxed, pointing out it had no authority to change federal guidelines.

This setback meant that staff would have to learn how to work through regular union channels to place women. In the Byzantine world of local union policies, merely finding out how to get women on union lists for referral to employers wasn't a simple task: staff had to find out who had authority over listings and which unions have which kinds of lists. Advocates for Women deals mostly with craft trades which represent painters, electricians, sheet metal workers, plumbers, and so on, and these unions operate within a hierarchy of district councils. Each trade has an apprenticeship committee,and it's with these people Advocates staff must deal, not directly with local unions or employers. Moreover, each committee works differently and must be dealt with separately. When letters explaining the program's interest were ignored by these committees, staff began visiting union hiring halls to get the information they needed.

"It's a very political situation in a bad economic time," Dorothea explains. "Some unions barely have enough work for their existing members, and they know that the one who brings in a woman this year isn't going to be elected business representative in the unions for next year." Dorothea attributes the program's initial success in getting information to her own connections among union people. "I'm a believer in the labor movement and in the labor organizations," she says. "I had friends who know how I felt and who would introduce me to people when I wanted to know them. Another factor is, when I meet with committees, I let them know that the women who come through my office and deal with me are going to be supportive of the union." After considerable work, Advocates for Women was placed on the notifications list of various apprenticeship councils, which means the unions notify them when applications are being taken for union listings.

But before they even registered, staff knew, women would have to be prepared for the skills tests they would have to take, and for the inevitable waiting to be referred to job sites. While further contacts were being made to elucidate the registration and placement process, staff were recruiting women and developing services such as tutoring for basic skills, child care and transportation assistance which would be essential for their candidates' success. The only other full-time staff member in the Women in Apprenticeship program is Mary Crotto, the Advocates' Office Manager, who describes herself as a union member "since my Rosie-the-Riveter days". Her experience in the Electrical Workers and local Clerical and Office Workers unions provided valuable help to the three part-time job developers and one tutor who comprised the rest of the staff. Of these four, two are white, one black, and one Samoan, a reflection of the diversity of women who were responding to publicity about the program. In five months, more than 700 women came to apply for the program.

Women interested in this program have usually completed high school, and, according to Dorothea, are generally of two types. Some have experienced traditional women's work and reject it, or are looking for a change in lifestyle. Others come from families involved in a particular trade and already have experience working with fathers, brothers and other relatives. Some women live in collectives and consider themselves feminists, but most are not involved in group feminist issues and are simply interested in outdoor or physical work. During the first year, politically active

clients felt Dorothea was too conservative and the program was not responsive to their demands for more direct pressure on employers. Dorothea supported their right to demand such action. "Women who are seeking these jobs have a right to make decisions concerning what is happening because it's happening to them," she explains, "and I think we should be the servants of those women. But at the same time we are hired and paid by the Department of Labor to implement a program in a way that's acceptable to the people we have to work with--the Bureau of Apprenticeship Standards and the California Apprenticeship Council."

In response to these demands, however, the Director of another group, the Women's Organizations for Employment, agreed to help these women organize a pressure and action group called Nontraditional Employment for Women (NEW), which program staff supports. "NEW is an instrument through which women can do things they can't do through us," Dorothea observes. "They demonstrate and make noise and negotiate, and they can sometimes force people into a situation where they have to negotiate with us." NEW also provides crucial support to women who've begun the apprenticeship or pre-apprenticeship process, training which can take at least four years and sometimes longer. While the WAP's own job developers can offer some support, their energies are primarily directed at recruiting and screening women, keeping in touch with those who are ready for tests and registration, preparing them for their initial days on the job, and arranging for child-care or transportation when needed. Job Developers also stay in contact with union committees and may talk to individual employers who wish to hire women directly. It's an enormous task, made more intensive now that there are only two part-time developers: one recently left Advocates for a full-time job. Comprehensive Education and Training (CETA) funds are now covering one job developer position.

By January 1975, at the end of the program's first year, Women in Apprenticeship was beginning to compile an impressive track record:

	Number of Women
Placed in apprenticeships	30
Placed in pre-apprenticeship programs	28
Placed as journeypeople	8
Placed in on-the-job training	13
Placed in non-traditional jobs (bus drivers, telephone linemen, installers, etc.)	49

These placements are the result of hard-won expertise on the part of Apprenticeship staff. Within the first few months of operation, for instance, they found that their policy of registering all women who came to them was unrealistic. Not all women were equally committed to skilled or craft jobs, and many were neither financially nor psychologically prepared to commit themselves to what could be a five-year process. "We see our initial interviews now as counseling sessions," says Job Developer Christie Diebel. "It's as much a process of discouragement as anything. We talk about long-term careers and the fact that it may take two, three or four months to get into a program and then two to four years to go through training before achieving journeyperson status. We can't promise them anything, not even a job. The initial rap is to get them thinking. If they remain interested and keep in contact, then we do as much as we can for them." Dorothea Hernandez echoes these sentiments and adds, "The women we send to employers, who qualify for union lists, must be the women who are going to stay. They must be motivated, physical, committed to four years of apprenticeship, and committed in some sense to the women's movement. They have to realize what it means to feminism in terms that if they don't succeed, or whatever problems they have, it's going to have an effect on every woman who comes after them. Or on whether a woman comes after them at all."

Waiting through the uncertain registration and placement process is particularly difficult for minority women who often need the kinds of support services Advocates for Women hasn't the money or staff to provide. Christie and co-worker Dosh Worth refer them to other training programs leading more directly to jobs and arrange for tutoring or counseling services, often with the nearby Women's Vocational Institute which specializes in basic education and counseling. Now that the Women in Apprenticeship program has been funded for a second year, staff hope to develop more assistance in the areas of tutoring, transportation, child care, and temporary financial help to women who must wait for placement.

Meanwhile, on the state and national scale, staff are working with other women's organizations to stimulate the changes in federal affirmative-action guidelines that are necessary before employers will put priority on hiring women as well as minority groups. At the winter meeting of the California Apprenticeship Council, Dorothea presented a plan for

rewording of the "California Plan for Equal Opportunity in Apprenticeship" to include references for women in affirmative action hiring. The proposal also called for timetables for hiring women and the involvement of women in setting those timetables. The proposal also requested that an employer's minimum physical requirements be limited to those that are bona fide occupational qualifications as outlined in Title VII of the Civil Rights Act of 1964. Developed by program staff and representatives of several Bay area organizations, the request was presented to the Council and referred to the Rules and Regulations Committee, which ignored the proposal, stating it had no power to change federal guidelines.

The committee did adopt an alternative proposal put forth by other council commissioners: a pledge of good faith that women would be considered candidates for apprenticeship positions. A plan which omitted goals and timetables was unsatisfactory to assembled women. They cited June 1974 figures from the Division of Apprenticeship Standards listing 160 women as apprentices, or only 0.4 percent of the state's overall total. Even if such an affirmative action plan were to be posed, Dorothea Hernandez feels employers must themselves make changes. "Employers still have the power to decide who works and when. If they were willing to hire women or minorities, the unions would be supplying them," she asserts. The program's first year, she stresses, has been an action year, a good base for more work. "We can't afford to be frightened by the prospect of everything that's out there, or to spin our wheels hoping for change. We have to work at it bit by bit."

Women in Management

"We've got a lot to do," says Women in Management's Director Janet Keyes. "Until early March, we have two three-quarter-time staff, a job market that is terrible for professionals, and a placement goal of 120 women by May 1975." In early March, however, with some of the CETA money from the San Francisco Mayor's Manpower Office, they added two, a recruitment and development director, Norma Chapa, and a placement counselor, Martha Silver.

Like other part-time program staff, Janet and Placement Director Judy Tsujimoto actually spend more than three-quarter-time on their jobs, and both gave up full-time positions, one as a placement supervisor for a women's employment agency, the other in the placement office of a major local

university, to supervise the Women in Management program. Janet coordinates two volunteer interns from the University of California at Berkeley, keeps in touch with the volunteers who run management workshops for program applicants (there are three sessions twice a week), is responsible for placements and for follow-up of women who have been placed.

The program's strategy is to locate and recruit women interested in more established business occupations, provide workshop training to prepare them for management roles, and then match them with available sites. Janet and Judy have had no trouble recruiting, and they're committed to finding minority women, people underrepresented both as women and as minorities in management levels. Finding cooperative employers with openings is more difficult. A first step was to survey employers to find out which management jobs are open to new employees. "What we heard from company after company," says Janet, "was that hiring was down and that new hires and promotions were being made consistently for people who were interested in or had proven themselves as salespeople." Staff at Advocates transfer this information to applicants during initial interviews: those uninterested in sales work are encouraged to use the Job Center's resources, and Judy keeps files on their interests and capabilities for job openings in other fields.

Women interested in this program are generally middle-class, many with college educations and job experience. "Nevertheless," says Janet, "they need and want to spend some time not only learning about the traditional business world but also about how they will operate in it." A favorite example for Janet and Judy is the story of Beverly Warner, whom they describe as their "star placement." Beverly had a Master's degree in special education, a background of teaching and acting experience, and found, along with other people, that unemployment is highly frustrating. Through Women in Management, she put together a new resume, attended a number of management workshops, and was selected after protracted interviewing as one of the first woman management/sales trainees for Equitable Life Insurance. Less than a year later, she'd captured the top sales award for new trainees in the firm's San Francisco office.

In addition to workshops in interviewing techniques, resume writing and skills analysis, Women in Management offers monthly Employer Forums conducted by women working in sales and management in Bay Area businesses. They run the forums along with employer representatives. Women are charged no fee for participating in the program, but they are asked to contribute to the project's information pool by giving staff feedback about their interviewing and training experiences with local companies. This feedback helps Janet and Judy identify responsive employers and those who are discriminatory in their hiring or training practices. "We try to establish cooperative relations with employers in the area," says Janet, "but we're realistic. We know that employers move faster when they're threatened with consent decrees or are reported to be acting in a discriminatory manner." Increasingly, employers are coming to the program to recruit women for their training programs and are working with staff to implement affirmative-action plans. To date, 72 women have been placed in management jobs, and this program is only now gathering momentum.

The Job Center and Counseling

When a woman comes to the Advocates for Women office (an average of 100 do each week), the receptionist who greets her can often refer her immediately to the Apprenticeship or the Management program. But many women haven't yet defined their interests: some are new to the Bay area where competition for work is intense, or they're searching for a different slot, looking for help in deciding what to pursue, or trying to find out generally what's available in the community. For two years the Job Center provided regular group counseling sessions. They have recently been funded to establish a Work Planning Center to expand upon the old Job Center's services. The Work Planning Center will utilize volunteers from the Junior League of San Francisco and Marin County.

While the Job Center's staff have relied heavily on counseling workshops conducted by the Women's Vocational Institute to provide group support, according to Barbara Shough, who coordinated the workshops for the Job Center, the sessions also were valuable to staff in indicating the variety of women's needs. Barbara stresses the importance of these group meetings as a starting place where women can begin to rethink their

capabilities and interests. "We limited groups to 10 and conducted them with both new drop-ins and women who returned for more than one group," she says. Early groups included women with different interests, but when a number of women discovered specific interests they held in common, groups were organized for them on a continuing basis. Women in local business volunteered to lead short-term groups, which included Career Decision-Making; Resources at Advocates; The Nitty-Gritty: Preparing a Job Campaign; Developing and Keeping a Positive Self-Image while Job Hunting.

Those looking for general job counseling don't need the above groups. Says Barbara, "One-shot sessions combining personal support and job information are really better for most women. Those who want longer term groups to acquire a specific job skill, for example, or learn more about feminist issues we found it better to refer to other organizations." This approach to counseling is somewhat dictated by--and also influences--the kind of staff recruited for counseling. Barbara's position as Coordinator was a full-time volunteer position in which she trained other volunteers and interns from nearby colleges as counselors, kept up on local opportunities, and coordinated professional women who volunteered to lead special-interest groups.

Barbara believes the Coordinator's job should be a full-time, paid position, with another staff member conducting only workshops and coordination of volunteer counselors, who must be carefully chosen and trained. Meanwhile, as the Work Planning Center gets underway, Barbara is evaluating the Advocates' recruitment and counseling efforts for Pacific Telephone and Telegraph described below.

Advocacy by Advocates for Women

Another Advocates for Women concern has been work in the affirmative action arena, which initially took the form of conferences for local employers and led staff to an agreement with Pacific Telephone and Telegraph for help with that company's plan. Under pressure of a consent decree to increase the number of women in skilled craft and outdoor jobs, Pacific Telephone and Telegraph contracted with Advocates to recruit and prepare women for these positions. During the past year, Advocates has placed more than 20 women in jobs as lineworkers, PBX installers and splicers.

Advocates provides consulting not only on specific compliance cases, but also contracts with employers to provide training programs for managers and women. These programs are:

- Acting Affirmatively: Women's Responsibility--a 15-hour program for women who want to change jobs or be promoted, these sessions concentrate on skills in communication, decision-making, self-assessment and assertion, and time management. Secretarial and administrative support staff at Stanford University have taken this course and arrangements are being completed to take the program to additional sites.

- Acting Affirmatively: Managers' Responsibility--for management-level employees and employers, this program includes awareness workshops and sessions in recruitment and assessment of women applicants. Another series of workshops is aimed at helping supervisors and co-workers understand and contribute to successful implementation of affirmative-action plans. The local Chamber of Commerce currently sponsors a series of these programs entitled "Women in Management--Why Not?"

These presentations can be arranged through an employer-program contact or by a special grant to the program for specific services. "We're undertaking this effort in order to broaden our base of support among employers, rather than simply as an educational or money-making venture," explains Advocates President Becky Mills. As Advocates for Women has increased its affirmative-action work and become more visible in the Bay area, staff work more and more closely with other women's organizations to handle individual and group concerns about women's employment issues. San Francisco's National Organization for Women (NOW) chapter has consistently referred employers in need of affirmative-action help to the Advocates program, and staff are increasingly approached by individuals and groups of women to take public action on behalf of women and their rights. When a prominent Chamber of Commerce member was quoted as having made a remark considered discriminatory by many San Francisco women, Advocates was asked to make a public statement. Instead, the program preferred to work with the Chamber of Commerce rather than against it. It was then that the Chamber agreed to sponsor "Women in Management--Why Not?" for Chamber members, and individual business people agreed to lead sessions for the Women in Management program.

Some issues, staff feel, are better handled by other organizations without Advocates for Women's responsibilities. The program supported the formation of the Women's Organizations for Employment (WOE), a coalition of activist and pressure groups with services such as Women's Litigation Unit that can initiate suit and use other forms of legal and public pressure to bring about change in local employment practices. From the outset it has been the policy of Advocates for Women not to file suits of complaint or litigation

Getting and Keeping Local Support

The Advocates for Women staff maintain that its position as a negotiating and action organization rather an an activist group has helped it develop support among local foundations, community organizations, and employers alike. Staff learned from other women in politics and community work how to make contacts, write letters and reports, and how to keep friends for their organization. Advocates' Board of Directors has been of special help in this area: the three founders are members, and others have valuable expertise in business, management, and law. The 28-member Advisory Board is a highly influential group with ties to major corporations, the federal government, and local businesses and agencies critical to the program's continuing well-being.

Advocates for Women has recently invited the public to become supporters of the program through individual financial contributions. "As Friends of Advocates," Becky says, "people can contribute to our activities and keep informed through our regular news bulletins and reports, yet the program staff still have the independence to make decisions and to focus energy on program activities rather than on making the Friends happy."

Women Speak

In one way or another, through special programs, counseling, and other services, Advocates for Women in San Francisco has helped more than 15,000 women since it opened in fall 1971. Although Advocates hopes to change

society's attitudes toward employment for women, many women believe the reality still remains that they must demonstrate higher qualifications than their male counterparts just to get a job. In positions traditionally held by men, individual women must initially deal with ridicule, indifference, and occasionally persecution to keep their jobs. Cheryl Parker came to Women in Apprenticeship for a better job: "A friend and I were discussing jobs and what we wanted to do. We'd graduated from high school and had various jobs, mostly in office work, which we both hated. We thought of going to college but neither of us was that interested in intellectual kinds of things and we weren't interested in doing any of the jobs we'd done or were likely to get as women. I've been real poor, and I didn't want to be poor the rest of my life. It seemed to me that skilled trades offered pretty interesting work and very good pay."

Cheryl opted for cabinetmaking, and slept in the streets to be at the front of the union-hall registration line. "When the union hall man sent me out to the employer's site, he said the employer would try to make me take a test, but that because I was on the list and had already passed the union screening test, I didn't have to take it. I decided to take it anyway--by this time I'd taken enough tests and was sure enough of my abilities in math that I knew I could pass it. The employer was freaked out but there wasn't a thing he could do. I'd registered the right way, passed the union test, been dispatched, and even passed the test I didn't have to take. My strategy was that I would be so good and so interested that they'd have to accept me. They did hire me, but that didn't mean they accepted me, and didn't mean they didn't make it tough."

In her first three months on the job, Cheryl reported, her supervisor found no fault with her work, a few co-workers came to accept her although their teaching and instructing was provided in a challenging and not supportive manner. "I think it's really important for Advocates to be doing this kind of work for women who want jobs in crafts and trades," says Cheryl, "If it hadn't been for their help I wouldn't have been able to prepare for tests, know what to expect from the job or from myself in the situation. . .but it's really tough on the job when you have no support from anybody around, day after day." As required of all apprentices, Cheryl not only has to work full time for four years as an apprentice, but must also

attend classes one night a week for the same period in order to complete the apprenticeship. After three months at her job and of classwork, and only two days before she was to have made the bottom rung of the company's seniority list, the shop told Cheryl they didn't have enough work and let her go. It was not discriminatory action they said, she was the last one hired, and so the first to go.

What happens now? The Women in Apprenticeship staff can provide some support, or some assistance in finding temporary work. But Cheryl knows that even if she is placed in another shop where there is more work, there is no guarantee that she won't be laid off again before making the seniority list. "At that rate," she says, "I could keep taking classes, paying my union dues, and not get any closer to completing my apprenticeship." She has not yet decided what trade-offs she will make to pursue her interest in cabinetmaking and apprenticeship.

Madeline Romero is a young Asian women who worked with Women in Management staff for seven months looking for a job. With two years of college and eight years of good experience in administrative secretarial work for non profit and government clients, she didn't want to return to school for what she felt was a useless degree certificate; at the same time, she felt capable of doing more responsible work. Support from the Women in Management staff during that time, according to Judy Tsuyimoto, helped keep up her faith in herself, her potential, and the awareness that the scarcity of jobs in general did not mean that she had no value. With the help of program staff, Madeline is now working as a full time consultant for the Asian-American Bilingual Studies Program in the Berkeley Public Schools. She reviews and revises curricula, arranges for workshops and study groups, and, she says, "surprise even myself at the new things I can do."

Lessons and New Directions

Advocates for Women staff have learned much in their first years of operation. They have learned how to establish themselves as an organization and how to develop a base of local community support; they have learned how to prepare women for seeking jobs in unions, non-traditional employment and management positions usually held by men; they have learned to develop

different approaches for different businesses, business organizations, and unions; they have learn how to work with other women's groups so that effort is not duplicated and the effect of each group is enhanced.

They've also learned some useful lessons about organization and staffing which will be useful as they continue to grow. Advocates for Women learned to survive first by molding a staff of paid and volunteer workers, a combination that's difficult to make work effectively. Some women oppose volunteerism because it has traditionally syphoned important energies, without, they say, providing rewards of self-esteem or money. Yet Becky points out that volunteering in Advocates' programs can be particularly useful for women in transition between a household and a wider world of work.

The regular use of significant volunteer time has implications for the way job responsibilities are organized and for the supervision required to run the program. Above a program size of 5-10 staff, a combination of paid and volunteer workers can lead to tension, even though volunteers can see that paid staff consistently work extra hours that must be considered volunteer effort, too.

Although service to women clients may be uneven as new volunteers learn the ropes, or turnover in volunteers leaves some work partly done, many staff would say that the commitment of most volunteers and the on-the-job training they get is worth the slight inefficiencies which may occasionally result. Staff have found that clear job or task descriptions help clarify who does what work, and that some tasks should be the role responsibility of volunteers, of specific individuals if possible.

Coordination of job responsibilities, staff schedules, and times for some group decision-making requires extra energy of administrative staff if the core staff and volunteers are to work together comfortably. For this reason, early in its development, Advocates for Women hired a half time office manager to supervise and recruit volunteers rather than a full-time secretary/receptionist.

Also during the program's development, Becky spent three-quarters time as President/Coordinator. Although staff often felt they wanted someone in charge all the time, Becky believes that a three-quarters arrangement can work as long as communication with the outside world is handled systematically and staff can meet often enough (once monthly sufficed for this program). With new program growth, however, a full time secretary/intake counselors have

been hired (volunteers took part of this responsibility previously). Another major change is the addition of a full-time executive director to help supervise and coordinate the additional staff. Becky will be moving to full time status as President, and an Affirmative Action Coordinator is to be hired to maintain contact with minority organizations in the San Francisco area. Volunteers will still be used; they can, according to staff, make possible a lot of extra services and individualized counseling. The program will continue to document all volunteer time, by paid staff and other women, to help justify proposals and grant applications for extra funding.

In the future, Advocates for Women will continue to apply for federal apprenticeship money from the Department of Labor and for local support from foundations and employers. One proposal for such support is for a business development program to be funded through the State of California; the program also hopes to obtain additional Comprehensive Employment and Training (CETA) money from Alemeda County, Oakland, Berkeley, and San Francisco.

Advocates for Women would like to take an increasing role in sponsoring small groups and individuals conducting projects related to program goals. Three such liaisons are currently in the works. A proposal for career education using non-stereotyped materials for public school grades K-6 is being developed by a part-time staff member. When this proposal is funded, the staff member will manage the project at the Advocates headquarters. A similar project in media--a film entitled "Women, Jobs, and the Law" will also be run out of the main office. And through the efforts of Maria Aguileria, a Master's candidate from University of California at Berkeley who was an intern with the program, the University's School of Social Work will seek funding for a project to research the effects of non-traditional employment on women, using women served by the Advocates' Apprenticeship program.

Despite recent success in obtaining new funds for staff and expanded program services, Becky points out that it is easier to fund program operations than the administrative organization which must be present to coordinate those programs. "It's typical for organizations like ours," she says, "and we've undertaken a typical non-profit fundraising campaign." Advocates for Women staff will also expand their affirmative action consulting services for employers; their first work as an organization, refined by years of experience may offer new perspectives to other women and their co-workers.

Operation SER
Santa Ana, California

Principal Author: Dan Jimenez

IN BRIEF

Operation SER
1928 West 17th Street
Santa Ana, California

Raymond Villa, Director

Branch of the National SER/Jobs for Progress Inc.
9841 Airport Boulevard
Los Angeles, California 90045

Ricardo Zazueta, National Director

SER/Jobs for Progress, a national job development organization for Spanish-speaking Americans, originated in 1966. With original funding from the Office of Economic Opportunity and the U.S. Department of Labor, SER was the merger of job programs run by the League of United Latin American Citizens (L.U.L.A.C.) and another organization for Spanish speaking Americans called the American G.I. Forum. The national non-profit organization has local branches in 15 states which provide training, job placement, language and basic education classes, supportive services, placement for professionals, and other services to primarily Spanish-speaking clients. More than 19,000 clients were served by SER in 1973.

SER/Santa Ana, Orange County Jobs for Progress, Inc. is a representative branch of the organization, one of 14 in the State of California.

Staff: Administration
Managment Information System
Fiscal Management System

Outreach Recruitment
and Supportive Services

Intake and Testing
Assessment and Orientation

Counseling-Certification and
Employment Development

Counseling Services (Supportive)

Referral and Job Placement

Instructors
Job Preparation Course
E.S.L. Basic
E.S.L. Advanced
ABE/GED
Clerical Skills
Electronic Assembly 1
(Precision Soldering)
Electronic Assembly 2
(Schematic Reading and
Component Recognition)

Job Development-Employer
Relations

Clients:

Continuous enrollment and placement (open entry, open exit)
SER/Santa enrollment for 1973-4 was 935 individuals
Enrollment January 1975 was 128 individuals

Funds:

U. S. Department of Labor Orange County Manpower Commission	$424,000
Criminal Justice Council of Santa Ana	48,000

In-kind resources:

-approximately $165,000 in office and classroom equipment from local business over six-year period
-classroom teacher time supplied by the Rancho Santiago Community (Santa Ana College) College District

Major Features:

-basic education and language classes
-skills training in clerical and electronic assembly occupations
-demonstration programs:
    Veterans' Outreach
    Transitional SER for Ex-Offenders
    Delinquency Prevention Project

Orange County, California stretches from Seal Beach south to San Clemente on the Pacific Coast and eastward to the Santa Ana Mountains. The northwestern corner of the county, once a tapestry of orange groves and open countryside, has given way to the suburban sprawl of Los Angeles, 33 miles to the northwest. One of the fastest-growing regions of Southern California, Orange County includes the communities of Fullerton, Anaheim, Buena Park, Garden Grove, and other well-known towns. On the cutting edge of Orange County's suburban expansion is Santa Ana, a bustling, politically conservative community of proliferating housing tracts, industrial parks, pleasant shopping, civic, and cultural facilities, and an educational system regarded by many as first-rate.

Santa Ana's minority community consists primarily of Mexican-Americans and, to a lesser extent, black residents. Chicano barrios are dotted with Mexican shops and restaurants and frequently buyers and sellers conduct their negotiations entirely in Spanish. This is partly due to the insularity of Chicano neighborhoods which tend to retain much of the Mexican culture. This pattern of cultural homogeneity is constantly reinforced by newly arriving migrants from Mexico and frequent visits to border towns by local residents. Another consideration that shapes the character of Chicano barrios is the social structure of the larger society which has generally managed to maintain impenetrable boundaries confining Mexican Americans in the poorest sections of town.

For some residents, Santa Ana has been home for generations, while others are recently arrived from Mexico, only two hours away. In many ways, this community is a good place to start a new and better life, but like other minority enclaves, Santa Ana's barrios suffer the high unemployment -- and underemployment -- common to racial and ethnic ghettos. This familiar syndrome condemns Chicano and Chicana alike to menial employment with little hope of advancement. Low salaries stay low because many employers have staved off unionization, knowing they can count on a vast reservoir of cheap labor. The cycle of life for many Chicanos in Santa Ana has been poverty,

joblessness, discrimination, and an overwhelming sense of futility and despair.

There are people who care about the poverty trap they see in Santa Ana, and they're doing something about it. They're the men and women who operate the local branch of SER (Service, Employment, Redevelopment), one of 60 such agencies across the country offering education, job training, and supportive services to Spanish-speaking Americans. A non-profit corporation, SER has in the last decade become the largest and one of the most sophisticated Chicano job training organizations in the United States.

SER/Jobs for Progress, Inc.

SER/Jobs for Progress was an idea carried over from the U.S. Navy's Equal Employment Opportunity program. In fact, Navy personnel helped draft the original funding proposal back in 1966. SER was an outgrowth of job placement programs in Houston and Corpus Christi, Texas operated by the League of United Latin American Citizens (LULAC). LULAC merged with another Spanish-speaking organization called the American G.I. Forum to form SER/Jobs for Progress, Inc. with initial funding of $250,000 from OEO and the U.S. Department of Labor. The program has expanded rapidly since 1966, with local branches in 15 states and funding in fiscal 1974 of $16.2 million. Sponsors include LULAC, the American G.I. Forum, the Department of Labor, organized labor, and Amigos de SER, a national council of business and industry leaders. Because it is a non-profit corporation, SER enjoys equal status with city, county, and state governments in the hard competition for federal monies.

SER's National Office is located in Los Angeles, under the leadership of National Director Ricardo Zarueta, a tireless lobbyist for the employment needs of Spanish-speaking Americans. The program's track record is outstanding: in 1973, the organization assisted more than 19,000 disadvantaged clients with job placement, training, and supportive services. Spanish-speaking people accounted for 90 percent of those served, and almost half were women. Of the 5,062 people placed in jobs, 85 percent secured work for which they were specifically trained by SER. Further, the average starting hourly wage of $2.53 for SER placements is considerably higher than the national minimum wage. On the average, SER placements earned $3,544 more annually than they did before their training.

More significantly, 67 percent of these SER placements remained on the job after six months, and fully 51 percent were promoted to better positions. Yet in terms of actual cost, SER training required only $933 per client compared with other training programs which usually spend more than twice that amount. The organization has developed innovative demonstration projects to help former law offenders, juvenile delinquents, veterans, new careerists, and needy students, and has instituted a computer service to search out and place Spanish-speaking professionals.

There are significant differences between SER's manpower program and the career education programs now being integrated into the nation's public schools. The most obvious is that SER serves unemployed adults age 18 and up. This means that the kinds of services offered and the way they're presented are quite different from school-based career education. SER works with what the Department of Labor, using poverty guidelines, considers a disadvantaged population whose needs are immediate. Services and training, therefore, must be direct, practical, and above all intensive, since the program's major goal is to place people in jobs as quickly as possible.

Many of SER's clients are dropouts who saw no relevance to the traditional American high school curriculum and left the system before career education programs were initiated. Others had to drop out to support younger brothers and sisters. As industry has become increasingly specialized, many dropouts have found themselves out of a job, unskilled and unwanted. SER and career education programs resemble each other in one respect: both are geared toward preparing individuals for the job market by offering skills, knowledge, and the support needed to develop personal self-confidence.

Self-confidence is fully as important as a marketable skill for many of SER's clients whose problems may not be limited to lack of training. This organization helps people cope with the tangled web of personal difficulties that often preclude employability -- lack of funds to purchase personal transportation, revoked driver's licenses; recent divorce or separation; lack of child care; language difficulties; arrest records; lack of basic education; and many more. Piecemeal approaches that deal with only one aspect of this syndrome don't work because related difficulties, left

untouched, will eventually overwhelm the individual. The help SER offers is the only kind that works -- personal, one-to-one attention to each client's own combination of needs.

SER/Santa Ana: Yesterday and Today

You'll find SER in a modest neighborhood in the South East section of Santa Ana, an unprepossessing long, low row of buildings located near a dry river bed. Inside, beyond the bilingual receptionist, telephones jangle, people ebb and flow between classrooms, typewriters clack, and English and Spanish voices create a lively hubbub. The furnishings are sparse but neat, and the atmosphere is businesslike.

Program Director Ray Villa is businesslike too. Fifty-six years old, Ray was born in the United States but raised in Mexico during the 1930s. After returning to serve with the Air Force during World War II, he graduated from UCLA and moved to Santa Ana, where he operated an insurange agency and for four years served on the city council. His knowledge of the community, the respect he's earned, and his political awareness have made him invaluable to the program. Soft-spoken, almost fatherly, he's nevertheless a shrewd businessman with a knack for promoting SER in the larger business world.

Although his program is now known and respected in Santa Ana, it wasn't always possible for Mexican-Americans to get the help they needed. Back in the mid-1960s, the Mexican-American community was politically powerless to attack poverty, lack of education, substandard housing, unemployment, and the host of related problems faced every day by Chicano families. Frustration, anger and despair boiled over when rising expectations were met with a wall of discrimination in the Anglo business community. The situation was intolerable, and led the local league of United Latin American Citizens and American G.I. Forum to band together in a fight against job discrimination.

Ray Villa remembers those early efforts: "Several of us LULAC members became involved in a conflict with the local employment office. We noticed that Mexican-Americans coming in for jobs were always sent to local farms to pick tomatoes while Anglo job seekers were referred to MDTA (Manpower Development Training Act) training. We finally stopped that discriminatory

practice with sworn affidavits and threatened legal action." Soon after this confrontation, on-the-job training was instituted for Mexican-Americans by L.U.L.A.C. and in 1967 SER/Santa Ana became operational. In the beginning SER mostly trained machine operators through its 75 OJT slots in local industry. The program also offered English as a Second Language (E.S.L.) classes in its early development. Mr. Villa's staff at that time was small but several of those dedicated staff members remain with the Santa Ana program to this day.

Since it opened in 1967 with 14 E.S.L. students, SER in Santa Ana has expanded many times over. At this writing there are 128 regular adult students enrolled in classes and receiving various related support services. Because of its practical orientation to job skill training SER/Santa Ana places some priority on classes: basic education, English as a second language, and vocational training in clerical skills and electro-mechanical assembly (SER local programs vary with community needs, historical development of the project, and the interests and abilities of local directors). However, the program in Santa Ana goes beyond the traditional vocational training program in active recruitment of clients, provision of special support services, and emphasis on individual counseling.

In its seven year history, SER/Santa Ana has served 3,550 men and women, predominantly Mexican-American (74 percent) but also black (13 percent) and Anglo (13 percent). Sixty percent of those served have been women, no doubt an outgrowth of the fact that minority women with children -- often divorced or deserted -- are particularly vulnerable to poverty status.

Among its regular enrollees, SER/Santa Ana provides special outreach and counseling services to two groups: veterans and ex-offenders. Services for these clients are identified by program names (Veterans Outreach, and Transitional SER for ex-offenders) but only to communicate their purpose to those outside the organization. There are no distinctions among enrollees once they come to SER; staff maintain that no one knows, nor should know, which clients are ex-offenders and which veterans. Initial contact is made with eligible clients by recruiting and counseling staff for each of the two programs.

A third special program for youth is funded separately and most of its activities take place at sites other than the SER offices. Although SER is chartered primarily to serve people age 18 and over, it sponsors the Delinquency Prevention Program in cooperation with the Santa Ana Unified School District. The District agreed to work with SER because they were concerned with the high drop-out rate of Mexican-American students in Santa Ana and because the District is responsible for youth under age 18 who are out of school.

Because of its program for youth and the fact that SER consistently turns out competent reliable workers, the organization has slowly gained the approbation of the Santa Ana community. This support is expressed not only in the continued hiring of SER graduates, but also in the active donation of in-kind resources from the community.

Aside from its regular operating funds for the present year (some $424,000 for job training from the local manpower commission and $48,000 for youth activities from the Santa Ana Criminal Justice Council) the program has received donations and in-kind resources. The Santa Ana School District contributes over $51,000 to the youth program activities. Over the years, local business firms have supplied no less than $165,000 in in-kind donations, mostly classroom space and office equipment. Moreover, from the beginning, SER has had an agreement with the Ranch Santiago Community College District in Santa Ana which furnishes seven classroom teachers in basic education and language at no cost to the program.

Santa Ana SER is guided by a Board of Directors which approves all major program decisions. Consisting of five members of the G.I. Forum, five members of LULAC, two representatives from industry, two from labor, and one community member, the board is an important link to the community. During the 1973-4 fiscal year, Santa Ana SER served 935 individuals -- 500 received training and services, 192 were placed directly in jobs, and some 243 received other supportive services such as counseling, job referrals to other agencies, emergency food, clothing, and transportation.

How SER/Santa Ana Works

SER/Santa Ana is open year round and keeps business hours Monday to Friday. It operates with a full-time staff of 30 people, 90% of whom are Chicano. For each program component -- education/job training, Veterans' Outreach, Transitional SER for Ex-Offenders, and Delinquency Prevention Project, SER provides one or more outreach workers.

The seven classroom teachers are paid by the Rancho Santiago Community College District. The rest of the staff is paid by SER. There are 4 counselors, 4 recruiters, 4 job developers, 2 placement workers and 1 follow-up worker. Each is a specialist in a particular area, partly because their experiences have prepared them for such positions, and partly because all of SER/Santa Ana's contracts involving federal money require separate job descriptions for each position. Although the program adheres to this requirement, Mr. Villa insists that staff train each other to do jobs other than their own. This makes his staff virtually interchangeable, says Mr. Villa, allowing him to maintain a "back-up system."

While special skills are involved in the successful conduct of each job, Mr. Villa believes those skills can be taught to other staff. The resulting flexibility of staff is valuable because it allows the program to really make good on its promise of "individualized" service. Staff can respond to changes in the volume of clients or changes in client needs for special services or job placement. Although the team concept in job development or employment programs is not new, Mr. Villa's system of interchangeable staff is an individual one, the way he's always done it at SER/Santa Ana.

- Recruiting

SER's recruiters are charged with the task of finding trainees for the program. Recruitment is undertaken for two reasons: first, to keep the community, particularly newly-arrived families from Mexico and elsewhere, informed of SER's services; and secondly, to facilitate a steady flow of enrollees so the program can maintain minimum class sizes, since SER funding contracts with prime sponsors, local government agencies, stipulate

certain size classes. These contracts usually extend through the fiscal year and are renewable and renegotiable each year. A late starting date this past year necessitated the current 9-month contract.

What's interesting about this recruitment is the style in which it's accomplished. Says Ray Villa, "I tell my community workers to get out there and spread the word -- get as many eligible trainees as possible. They aren't going to get any clients sitting at their desks in the office." Outreach worker Arturo Castro agrees: "I go everywhere in the barrio," he explains, "the community centers, bars, pool halls, street corners -- any place I think there might be someone interested or in need of SER services." Arturo makes a real effort to blend into the community, wearing everyday work clothes -- no suits and ties -- and conducting a good part of his business in Spanish. Because he understands the realities of Chicano life, he's accepted by community members in ways an Anglo recruiter would not be. Many of his referrals come through community centers located in each barrio. Here Arturo talks with community organizers who can lead him to families or individuals in need of training and employment. Armed with names and addresses, he makes home visits to explain SER and offer his services. People who might be eligible for the program are encouraged to come into the SER offices and apply.

- Application and Eligibility

When an applicant first walks into SER, he or she is greeted by the bilingual receptionist, herself a former SER trainee, who helps the individual fill out the program's forms and then refers him or her to a SER interviewer who reviews work and earnings history to determine eligibility. Eligibility is defined not by SER but by the criteria issued by the Department of Labor in the form of poverty guidelines. Present qualifications require that a single individual (non-farm) may not have earned more than $2,330 in the previous year; a family of four must have lived on less than $4,550. These guidelines, over which the program has no control, exclude many applicants who need job training and have caused some resentment in the Chicano community. For those who don't qualify as disadvantaged, the program does as much as it can. SER has two placement workers who can refer those with skills to local businesses. Placement personnel receive daily updates on job openings from the local Department of Employment, and because of SER's track record, many employers call the program directly to ask for workers.

In filling its classes, SER must maintain a healthy balance between the supply of applicants and industry demand for trainees. At times, particularly now with a faltering economy and skyrocketing unemployment, the program has an oversupply of qualified applicants who must be wait-listed for their training. As with the DOL guidelines, this factor also causes some hostility, but it's something the program cannot control.

If an applicant is eligible and there's room for him or her, the next step is an in-depth interview to determine individual needs and job interests. Each trainee-to-be also is given an appointment for testing to determine academic functioning level so staff will know where to start in planning a program tailored to each person's requirements. Next, the applicant meets with the Employment Development Team, a committee of three or four staff who screen potential trainees and have final authority over acceptance into the program. They look for a willingness to perform; i.e., study, be punctual, have good attendance, attitude, and motivation. Each applicant's financial situation is also reviewed, and those in need may receive a stipend of up to $50 a week while in training. Those receiving support from other sources may receive lesser amounts, according to a sliding scale.

- Counseling

Once enrolled, the trainee is assigned one of four counselors who will provide guidance and advice throughout the training period. Counselors do much more than advise, however. For those with multiple problems, particularly minority women, counselors go out of their way to see that crucial matters such as child care and transportation are taken care of so applicants can have a chance to succeed. Food, clothing, transportation, and child care are the most common and immediate problems for new enrollees. SER counselors use all the community's resources -- public, private, religious, and civic -- to secure help for their clients.

Counselors also try to reach their clients on the personal level, since other employability factors such as attitudes toward work, a willingness to learn, and ability to get along with others cannot be ignored. Says Ray Villa,

"Sometimes we get someone in here with a chip on his shoulder. He's been lied to, discriminated against, and pushed around. We try to show him that he can trust us. That is the only way we can get at attitudinal change, which is so important." At the same time, counselors work on the client's self-confidence and personal pride, since people enmeshed in the poverty syndrome often have low self-esteem and little confidence in their ability to succeed. "We try to build up their strength with regard to self-confidence," says SER counselor Ivy Conners. "The Chicano community is just now rising after being dormant for a long time." Ivy also tries to instill in her clients a sense of competitiveness so they'll have extra confidence when they get into the crush of the working world.

Mr. Garcia's goal is to return the ex-offender to self-sufficiency in the shortest possible time. He comments that traditional rehabilitation counselors have difficulty relating to working-class minority clients, and this shortcoming often exacerbates transition problems. His prison experience and knowledge of the community give him a significant advantage with ex-felons. He refuses to be manipulated. "They can't give me any baloney," he asserts, "because I've been there." To date, Transitional SER has helped some 43 ex-offenders, 90 percent of whom have been men.

- Veteran's Outreach

Another group of people with adjustment problems are military veterans. Often disoriented, unemployed, with health or drug problems, veterans are frequently lost in the shuffle after discharge from active duty. Some are unaware of the benefits they're entitled to -- the G.I. Bill for education, housing assistance, medical care at veterans' hospitals, loans, and so on -- or don't know how to go about getting them. For this group SER also offers counseling, training, and referral services. George Ocampo is a SER counselor who acts as a liaison between the program, community centers and colleges, universities, military separation centers, and the Veterans Administration. George obtains lists of newly discharged veterans and personally contacts them to offer his help. "Many vets need to be referred to state rehabilitation programs, mental health centers, methadone programs, and other places where they can get immediate help. I take care of that," George explains. Those who qualify and are interested can take SER vocational courses or on-the-job training. So far, SER has assisted 24 males with the Veterans' Outreach program.

Recruitment and Counseling for Special Clients

Recruitment and counseling for the two special SER groups, veterans and ex-offenders are done by staff who have experience working in each area. Because clients in these two groups often have concerns which require special experience, the program tries to maintain continuity of staff, particularly of counselors. But for these groups, too, staff learn to be interchangeable so that contact with clients need not be interrupted for any reason.

- Transitional SER

People who've had problems with the law and have spent time in jail or prison face intense societal discrimination. Even though the judicial system considers their debt to society paid, society in most cases does not. Employers are extremely reluctant to hire ex-felons who are honest about their pasts. In this way, the community denies the ex-offender the chance to return to society as a productive, responsible person. The result, borne out by a high recidivism rate, is often a return to crime. SER tries to break into this cycle by providing counseling, job training, and placement.

Silviano Garcia is a counselor and recruiter for Transitional SER whose own prison experience gives him the insight and compassion to work with ex-offenders and their families. Like other SER recruiters, he doesn't simply sit in his office waiting for clients. His rounds include probation departments, parole offices, prisons, public agencies, and community hangouts. He looks for people who are just about to re-enter the community so he can ease the transition back to civilian life. He'll do whatever he can to help his clients get squared away -- make trips to the welfare office to ensure financial or food stamp assistance, visit a clinic or hospital to supervise medical care, arrange legal services, and so on. Once immediate problems are dealt with, Silviano works to enroll his client in SER training or place him or her in a job. Job placement requires real skill to convince employers that ex-offenders will be hard workers and assets to their companies.

Once orientation and support services are identified, the new trainee is ready to begin his or her own personal program. For most SER students, the program is a combination of the following offerings: English as a Second Language (ESL); Basic and Advanced Adult Education; Vocational Training; Job Preparation; or On-the-Job Training.

SER Adult Education and Vocational Training

SER's ESL and Education classrooms open off a narrow corridor beyond the reception area. The English as a Second Language class is primarily for monolingual students who don't speak enough English to get a job. It's a 26-week course focusing on extensive study of English vocabulary to provide proficiency in conversational English. In addition, some courses cover words unique -- and indispensable -- to a particular industry. Dale Donnell, the ESL teacher, comments that his students are highly motivated to learn and less easily distracted than youngsters in school, and that therefore they learn faster. To speed the process, he uses audiovisual materials, films, tape recorders, and presentations by students.

Down the hall are the Adult Education classrooms. Basic Education covers standard subjects -- math, English, social studies, reading comprehension -- from the first through the sixth grade and prepares the student for the Advanced Education course which culminates in the GED certificate (equivalent to a high-school diploma). Subjects here are reading comprehension, math, and English. Basic Education is mandatory for students headed for SER's clerical skills class: those who intend to enter electro-mechanical assembly are not required to take either course.

SER/Santa Ana offers two kinds of vocational training: clerical skills and electro-mechanical assembly. Both are intensive and fast-paced training experiences requiring six hours daily for 13 weeks. In both courses, instruction is geared to the individual. Some students have difficulty with classroom materials they haven't seen since they dropped out of high school. Others, notably women, may not have experienced the job market at all because of early marriages and child-raising. Everything in the classroom is designed to simulate as closely as possible the actual job conditions students will encounter in the outside world. Although there is no overt policy of sex-segregated training, in practice, clerical students are invariably women.

This is probably due to the reluctance of most working class men to engage in activities that seem "feminine" such as clerical work -- this impression having its origin in the fact that women have traditionally performed certain types of office work. Although the clerical students are women, students in electro-mechanical assembly are both men and women.

Dorothy Shelton teaches the clerical skills class and goes out of her way to help her students succeed. Mrs. Shelton stresses that her training is fast, challenging, and complete, with business math, English language review, filing, business machines, and office procedures all crammed into 13 weeks of classes. Trainees in her course are very much in demand; so much so that some leave training early, with her approval, to begin their work. Because instruction is individualized, students at any given time will be working at different levels of competence, and this permits easy entry and exit.

Dorothy feels she's more than a teacher. During training, personal problems sometimes surface and threaten to ruin a student's chances for success. Mrs. Shelton takes a very personal interest in her "girls," who often respond to her warmth and interest by calling her at home to discuss family difficulties. She remembers one women who had been severely beaten by her husband and was under severe emotional stress. Dorothy guided her through SER clerical training and now she's a supervisor in the purchasing department of a large insurance company. Mrs. Shelton often received letters like this one from a working clerical graduate who came to the program with no job experience, a dissolving marriage, and an infant son to raise: "I enjoyed training at SER and the end result was definitely rewarding. I have recommended the program highly to many people and one of them is now attending the GED class. I am grateful for the opportunity to participate in the SER program, and it gives me a good feeling to know that many other people will receive the same satisfaction."

The electro-mechanical assembly course teaches students the skills they'll need to work as precision assemblers in the electronics industry. It's a two-part course, with an introductory class featuring theoretical groundwork such as how to read schematic drawings, use technical measuring devices, understand intricate component assembly and the complex color code

of the electronics industry. This basic course takes 13 weeks; it leads into a more advanced class, six to seven weeks in length, where students tackle hands-on projects such as wiring harnesses, television sets, radios, and various industrial devices. They're also given an electronics course which prepares them, according to teacher, Albert Candelaria, to do "NASA-type precision soldering." This means that the work must meet high quality standards similar to those required in the space program, explained Albert.

Frank Iles, who teaches the introductory class, says there's heavy demand for highly-trained precision assemblers in local industries. A co-creator of the electro-mechanical course back in 1967 when SER/Santa Ana was launched, Frank's experience of 42 years as a research engineer in the electronics industry proved invaluable in helping him design the course. He and Albert Candelaria use a variety of teaching strategies -- films, photographs, slides, three-dimensional models, electronic mock-ups, guest speakers, and field trips to nearby industries for first-hand observation. Students are given up-to-date information about job openings, salaries, promotions, benefits, and working conditions. But most importantly, personnel and management people from the local industries that hire SER graduates often visit the classroom to monitor course content. Their continuing guidance keeps SER's training relevant to their needs and provides a channel for new training ideas. This was developed over time by performance of SER hires and by the persistence of SER job developers who work to match employer and job seekers. It's this kind of cooperation that is one reason for the program's success.

Even with basic education and a marketable skill to offer, the SER student still needs to learn how to find work and how to succeed at it. The Job Preparation Class (JPC) prepares and grooms SER trainees to seek employment. Taught by Ophelia Briley, former public school teacher, it's a challenge not only to students but to the teacher herself. "My students needed a job yesterday," she says,"but many of them just don't know how to find and hold a job." Her first and most important task is to develop real rapport with each student -- later she'll have to push hard on personal matters such as grooming, cleanliness, punctuality, attendance, and getting along with co-workers as well as the boss. In stressing to her students the importance of job-seeking skills and personal presentation, Ophelia explains,

"I try to make them understand that they're at the bottom of a pit and it's going to be uphill all the way." She tells her trainees that they can make it, but it'll take hard work. Like many other SER teachers, Mrs. Briley is as much counselor as instructor. Because she works with adults who may be extra sensitive about criticism, her approach must be tactful but firm, critical but helpful.

JPC students learn very practical skills -- how to fill out job applications, prepare resumes, get personal references, and how to conduct themselves in an interview. In the latter case, Ophelia has found the most effective method of teaching students to make a good impression is by role-playing. Students play either employer or employee, and each sequence is videotaped. During the playback, Ophelia and the class point out mistakes and suggest alternate behaviors and responses.

Job Placement and Follow-up

After a trainee has completed his courses and is considered by the training staff to be job-ready, he or she is referred by placement staff to a job opening and is given an interview appointment. SER has two placement staff. If the applicant isn't hired because he or she made a poor impression, the employer will contact placement staff to discuss why the trainee was rejected. As one placement worker explained, "It may be that the applicant was chewing gum, was inappropriately dressed, or didn't seem interested in the job." Although such mistakes are rare, they don't prove fatal to the trainee's career. The individual's counselor will explain the employer's action to the trainee, and after a discussion of the spoiled interview the trainee will be sent to another employer, where he or she is usually successful in obtaining a job. SER personnel see a missed chance not as an occasion for self-deprecation but as a way to learn and improve.

SER also has four job developers who survey community job needs through local employers and try to create slots for SER trainees. Job developers must understand and anticipate trends so this information can be fed back to SER planners. Developers work in several ways. If an employer needs someone with skills SER doesn't teach, SER can refer "walk-ins," people who've listed themselves with SER but aren't interested in or qualified for its training. Developers also refer job-ready SER graduates or arrange for an on-the-job

contract whereby SER applicants can train while SER reimburses the employer for half their wages while they're learning. This unusual feature serves as a real incentive to employers since it lessens their own training expenses. SER/Santa Ana is currently involved in contracts to train welders and machine operators this way.

Jim Ponce is a job developer, but he considers himself more of a salesman. Although all companies with government contracts must have affirmative action plans to hire minority workers, he feels the best way to deal with employers is to enlist their cooperation rather than rely on intimidation or threatened legal action. His work requires sensitivity, salesmanship, and above all, a personal approach. Filing a federal complaint, Jim feels, is a last-resort measure. The best way to sell employers on the SER concept, according to Jim, is to be candid with them and to show that he's interested in their problems.

When a SER graduate moves on to an industry job, he's not abandoned. A follow-up worker keeps tabs on former trainees for up to six months (depending on the current SER contract. Each contract signed by SER may have different requirements -- such as class sizes, follow-up periods, etc. At present, SER is attempting to follow up for a minimum period of 90 days.) "I follow up on SER referrals to see how they're getting along, to see if employee and employer are satisfied, and to keep an open line of communication going," says Jessie Webb. Mrs. Webb, a SER graduate herself, says almost all of her follow-ups indicate a high degree of mutual satisfaction. Such follow-up is another reason for SER's success; the program's continuing interest in its placements helps avert problems before they become serious. Even when an employee just doesn't work out -- a rare occurrence -- SER encourages the employer to send the worker back to SER for more training. If that's not acceptable, SER will furnish another trainee.

SER and Industry

ITT Cannon is one of the 350 companies working with SER. An electronic component manufacturer, this firm hires both clerical and electro-mechanical graduates. Says Jim Muse, personnel manager for ITT Cannon, "SER graduates are definitely better trained. When they come to us, they're job-ready." For Jim Muse, being job-ready means more than having skills -- it means that

transportation problems, child care, legal and health problems are taken care of before the applicant begins work. Employers like Cannon who are concerned with quota production of high-quality work consider employee readiness and consequent dependability more important even than initial job performance, since the latter can improve as a worker becomes familiar with a job but attendance and work attitude depend on other factors. "People at SER," says Mr. Muse, "are business-minded, able to visualize the employer's problems."

Another SER booster is Charles Borunda, employment manager for the Pacific Mutual Insurance Company. Says Charles, "SER is probably one of the best manpower development systems in the country. The 1960s saw many manpower programs come and go, but SER continues to thrive and grow." Pacific Mutual hires SER clerical graduates, and the company's hiring and promotion record is testimony to its belief in SER training. Equally concrete proof was a recent donation of $1,500 to be used by needy SER enrollees for car downpayments. Transportation is crucial in this sprawling suburb of Los Angeles, and the money will help students find and keep their jobs.

Charles Borunda is also chairman of Amigos de SER, a 12-member advisory board for the business sector. The board meets monthly to discuss industry's present and future needs, labor problems and suggested program changes. It's another way for SER to plug into local industry to stay on top of current market conditions. Mr. Borunda works to interest other companies in joining Amigos de SER as general members, and the board each year throws a fund-raising dinner, awarding plaques to companies who've helped the program by hiring SER graduates.

- Delinquency Prevention Program

SER also serves its community not only by helping juveniles who've become entangled with the law, but by working with kids who are potential law-breakers. In this preventive role, the program hopes to prevent serious delinquency by diverting teenagers into more productive activites. SER and the school district receive funds for this project from the Santa Ana Criminal Justice Council through money from the Safe Streets Act of 1968. The Santa Ana Unified School District also helps by donating use of class-rooms, teachers, materials, and books. The youngsters attend remedial basic

education courses and do their studying in a local public school classroom. In addition, many have been placed in part-time work with local employers. Another aspect of the program is "peer counseling" offered by young Chicano college students designed to influence the youngsters to stay in school and maintain grades. Field trips and recreation are also integrated into the program. Most youngsters in this program are high school drop-outs on probation. According to counselor Ruben Reyna, objectives are to return the teenager to school, place him or her in suitable part-time work and try to reach the youngster through sympathetic counseling. The way counselors relate to kids is critical. "A phoney can be spotted a long way off," says Ruben. Prerequisites for his job are community involvement, personal rapport, and a willingness to be an advocate for young people in trouble.

One unique aspect of SER's program for juvenile delinquents is its work with neighborhood gangs. For two years in Santa Ana, rival factions had been in open warfare and public agencies had proved ineffective in defusing the situation. In January 1975, SER counselors arranged a peace conference between two bitterly antagonistic groups. Early one morning, carloads of gang members converged for a parley on "neutral turf." Counselors had arranged to lead the boys to a preselected spot in the Santa Ana Mountains where they could have some fun in the snow, work and live together, and hopefully settle down to serious discussion of their differences. Counselors wanted not only to open communication between the two groups but to convince them as well of the futility and destructiveness of their conflict. "We want to also instill a sense of cultural awareness and pride in our Chicano heritage," Ruben says, "and show them that we need to work together to make our community better." According to Mr. Villa, the meeting of the gangs helped a great deal to defuse the violence and hostility between the rival groups. He says that they have now made peace with each other and are working together to form a council of youth groups in Santa Ana.

SER and the Future

In Spanish, SER is a verb and it means "to be." It's clear that in Santa Ana, this manpower program is giving Mexican-Americans the chance to be productive members of their community, to be skilled and reliable contributors to the working world. SER succeeds in its mission because it's an intensely practical organization. Its training is geared to produce precisely the kinds of skills local business and industry need, and the participation of these firms in the daily operation of the program means SER's training will continue to coincide with employer requirements.

Aside from the Department of Labor's poverty guidelines which restrict eligibility and the necessarily long waiting lists for trainee slots in a time of economic recession, the program has few operational difficulties. Director Ray Villa says he occasionally has trouble getting people at the national level of SER to understand his local difficulties, but this is a problem common to large, nationwide projects.

The program's major problem is and will continue to be funding. Until 1973, SER/Santa Ana was funded directly from the SER/Jobs for Progress national office, but now, with revenue sharing, all manpower funds come from local "prime sponsors." These sponsors, usually local governments, have the final say in whether such programs continue, and this means that many local projects must compete for limited funds. Political manipulation is inevitable in such an atmosphere, and although SER/Santa Ana has done well so far, it's a constant battle. Despite its enviable track record, the program has at times had to muster a massive show of minority faces at local hearings to highlight the importance of its work.

That work means, in essence, serving the Mexican-American community by giving men and women the skills and confidence they need to succeed in the world beyond the barrio. Ultimately, SER pays for itself many times over by reducing welfare rolls and bringing more money, in the form of wages, to Santa Ana's Chicano neighborhoods. In addition, SER's special programs for juveniles, veterans, and ex-offenders provide a valuable service for Santa Ana by helping these individuals become productive, contributing members of the community.

Minnesota Metropolitan State College
St. Paul, Minnesota

Principal Author: Donna D. Warner

IN BRIEF

Minnesota Metropolitan State College
Coordinating Center
Metro Square
7th and Roberts
St. Paul, Minnesota 55101

David Sweet, President

Minneapolis Learning Center
IDS Building, Concourse Level
Minneapolis, Minnesota 55402

St. Paul Learning Center
Metro Square
7th and Roberts
St. Paul, Minnesota 55101

Staff and Students:

Adminstration:	10
Permanent faculty:	13
Community faculty:	200
Students:	900
Male	52%
Female	48%

Funding: State of Minnesota $900,000 for FY 1975
Student Tuition $400/year

Major Features:

- Individualized degree pact designed by students and faculty advisors based on demonstratable competences
- Learning arranged individually or in groups with community faculty selected for professional competence
- Non-campus; learning at libraries and business and community sites

The School:

Minnesota Metropolitan State College was initiated as an educational innovation in 1971. Its junior and senior year competence-based Bachelor of Arts degree has attracted 900 students from the seven county metropolitan Twin City area. Median age of students is 33 years; many are part-time. Nearly all learning takes place in job and community meeting sites, but permanent faculty occupy two Learning Centers in Minneapolis and St. Paul where students meet with advisors, learning resources are identified, and some group sessions on degree pacts are held.

It's called Minnesota Metropolitan State College, but you won't find any ivy-draped campus. In fact, you won't find a campus at all, nor will you encounter classrooms, libraries, semester and grading systems, student organizations, football teams or teenagers. Is it some fly-by-night mail order college or one of those free-form "experimental" schools for the rich? Hardly. MMSC offers a liberal arts education culminating in the Bachelor's degree, but it does so with a hard-nosed practicality. Each student must design his or her own education, decide how to get the knowledge required, and demonstrate proficiency each step along the way. The final result of this process is a transcript containing not grades but a running account of what the student's competences are and how they were gained. MMSC is innovative and flexible, but it sets high standards for both curriculum design and competence evaluation. And although it's a young school — just three years old -- it has already earned respect in the Minneapolis-St. Paul community it serves.

Minnesota is a progressive state ranking high in health and welfare services for its citizens. It's not surprising, then, that in 1971 the Minnesota Legislature approved the creation of MMSC as an alternative to more traditional institutions such as the University of Minnesota and the network of state-supported colleges. The impetus for this competence-based program came from the chancellor of the Minnesota State College System and the Citizens League, which had published a paper entitled "New Kinds of Students for a New Kind of College." David Sweet, a political scientist and then Vice Chancellor for Academic Affairs of the Minnesota State College System, took the lead in conceptualizing MMSC and in selling it to the State Legislature and other citizen groups. Sweet was appointed President in June of 1971; the school opened in 1972 with 42 students. MMSC was being planned even as it began operating -- an exciting (and sometimes frustrating) process. Immediate feedback could be incorporated into the planning and implementation systems in a very short time with the result, according to Dr. George Ayers, Vice President for Academic Affairs, that "we didn't get caught with a program not working two years later."

Funded by the State for $900,000 in fiscal 1975, with student tuition of $400 per year, MMSC essentially covers the last two years of college, serving primarily older students who have either completed two years of undergraduate school or can document knowledge from life experiences equivalent to such training. Students can offer both past experience and present work as credit toward their degrees and are encouraged to develop imaginative programs based on the goals they've set for their lives and work.

The seven-county metro Twin Cities area serves as a giant classroom for students, who work with MMSC's more than 200 community faculty to develop the competences they'll need in their chosen fields. Students work and learn in businesses, theaters, hospitals, social services and government agencies, schools, anywhere they can find what they need. Community faculty offer learning assistance in their professional and avocational fields, carrying the day-to-day teaching load while permanent faculty provide guidance and evaluation of student progress.

Two Learning Centers, one in each of the Twin Cities, house the school's 13 permanent faculty. The St. Paul Learning Center is located in Metro Square, a full city block of shops and office space. The Minneapolis Center is housed in that city's tallest skyscraper, the IDS Building. Each center consists mainly of small offices partitioned off by brightly colored free-standing dividers. This is where students come for sessions with faculty advisors and tips on learning resources throughout the metro area. As MMSC's enrollment (currently 900) expands in the next few years, new community based centers will be added.

MMSC has grown and changed in the first three years, but its basic framework of individualized education remains the same. The school adheres to a set of fundmental principles which stress: that the student has authority over his/her own education; that progress is measured in terms of competence rather than courses; that students are encouraged to use community resources; that they must demonstrate competence in five life areas (Communications and Basic Learning, Civic Responsibilities, Vocational, Re-Creation, Personal Development and Social Awareness); and finally, that students become life-long self-directed learners.

At MMSC, student responsibility for educational design is real, and it's respected. Faculty may advise students to pursue certain areas of inquiry, but the student choice is upheld. Such respect and authority are important for a school like this, where students are highly motivated, goal-oriented, mature, and often quite successful in their own careers. There's no curriculum guide as such available from MMSC; special materials have been developed for the introductory course during which students design degree pacts. An important set of materials are the Guidelines for Judging Evidence on which the college's standards for assessing competence are based.

Originally, MMSC's equivalency admission policy allowed students to offer evidence of life experience or previous work directly to the admissions committee as equivalent to the first two years of college. However, since area community colleges are adopting the competence and degree pact approach for their program, candidates without two years of college must now enroll in one of the local community colleges. There they take a course similar to the introductory one at MMSC in which they plan how they will document or acquire the 18 competences (about 90 credit hours equivalent) for their first two years of college. The student may give evidence of competences acquired in child rearing, paid employment, volunteer work, tutoring, or self-study, along with previous college work or courses in vocational schools. After supplying evidence of these competences for the first two years, students may apply to MMSC for completion of their degree work.

Students now bring with them to enrollment at MMSC their statement of prior competence which constitute evidence of their first two years of college. The college scrutinizes these two year records as they will the evidence of competence which will be required of the school degree pact. Degree pacts and prior competence are described below, followed by a brief introduction to the school's standards for judging evidence.

Prior Competence in Personal Development and Social Awareness[1]

PERSONAL DEVELOPMENT AND SOCIAL AWARENESS COMPETENCE

Competence statement

Knows, can apply and evaluate the basic tenets of the major religious groups in the U.S.A.

Process by which competence was gained

Over a five-year period, participated once a week in a discussion group sponsored by the Trinity Lutheran Church of St. Paul. This group read one book a month written by various proponents of various religious groups in America and, under various leaders discussed the meaning, implications, similarities and differences of various religious groups. Each participant was required to role-play the part of a practitioner of several religions and, at one point, write an essay on their own religious beliefs with supporting rationale in relation to life goals.

Evidence of Competence

To be rated by three discussion leaders as to knowledge of options in religious beliefs, ability and willingness to apply knowledge to her life, and consistency and logic of arguments used to support those beliefs adopted by the student. A composite summary of the panel's evaluation should be that the student does use informed judgment in selecting and/or formulating operational religious beliefs.

The Degree Pact

Once a student has qualified for admission, he or she must begin the process of designing an individual program. The framework of this design is called a degree pact, a format for translating overall educational goals into a series of competences the student plans to document as already achieved or which he/she plans to acquire. The pact must include not only the strategy for acquiring each competence (group course, independent study and so on), but also a description of how the competence gained is to be evaluated. A good example is this vocational goal:

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[1]Excerpt from one student's MMSC transcript.

COMPETENCE TO BE ACQUIRED IN VOCATIONAL AREA[1]

Competence statement

Knows and can apply basic procedures as a counselor of individuals.

Process by which competence is to be gained

Enroll in a group learning opportunity in fundamentals of counseling, or use supervised independent study.

Evidence of Competence

Will be observed by a panel of three experienced counselors, selected by an instructor, conducting a counseling session. A rating form will be used by the three judges to assess my counseling competence. I expect to be able to indicate:

a. show genuine empathy in responses to client behavior;

b. help client to rationally analyze problems;

c. help client to formulate possible solutions to problems and help client to evaluate these options;

d. elicit client satisfaction.

A typical pact includes 18 competences or goal statements (fewer if the candidate has more than two years of college or can provide evidence of other life-experience competences). All the competence areas should be integrated to some degree and relate to a narrative statement of the student's life goals. MMSC is a liberal arts college, yet paradoxically most students are concerned with their vocational goals and will stress this area in their pacts. Some permanent faculty are concerned about this emphasis, but others see it as a natural outcome when the student body is generally older and employed full-time. To ensure that students are exposed to different kinds of experiences, however, MMSC strongly suggests that at least one competence be gained in each of the five life areas mentioned above. A Social Awareness goal, for example, might be met through a study of sub-cultures in the metropolitan area; Re-Creation could be satisfied with art or music lessons; Civic Responsibilities could mean working with Girl Scouts or taking an internship with a service agency.

[1]Excerpt from one student's MMSC transcript.

Developing the Pact

The process of pact development is variously described by students as difficult, a challenge, and the most frustrating part of the program. But most will strongly emphasize that the pact is their own creation, and as such a valuable experience. "It's your pact and you run it your own way," one student declares. Says another, "I had to decide for myself what to do. No one told me ... the process was really difficult, but that process is what made it my own." Pact development calls for honest self-assessment -- sorting out useful past experiences, translating them into measurable skills, and charting where to go from there. A woman with grown children sees life-long carryover: "In pact development you really have to decide what to do and how, and you have to push yourself. But you come out with more confidence and ability to plan your life and your future."

Until February 1974, each student was given a four-week orientation to MMSC and collaborated with an advisor to develop the pact. The process was in many cases drawn out over several months, and depending on the availability of the advisor, some students floundered and others began their programs without a pact. A more economical and effective system has now been introduced in the form of the college's only required course, the Individualized Educational Planning Course. IEPC groups meet six hours a week for six weeks, and each student must have a completed draft of the pact before he or she becomes fully enrolled as a degree candidate.

During Pact development students learn crucial new information: how to identify, gather, and present evidence of competence for their pact. Under new admission procedures, students coming from local community colleges will have to learn about presenting evidence in order to certify equivalent of two years college work. Still, the use of MMSC's "Guidelines for Judging Evidence" and understanding the schools' definition of competence are important dimensions of the IEPC course.

"Guidelines for Judging Evidence" was developed by a permanent faculty at MMSC using the standards of admissible evidence in the law as standards. The nine principles in the guidelines include such standards as: assessment by recognized experts in a particular field, evidence that is reasonably

current, measurements which, if repeated, would yield the same indication of competence, and others.

The school's definition of competence posits three elements: knowing a subject area (which means being able to recall theory, methodology and the context of a subject, including its history and literature if applicable); applying the knowledge or skills (in a context where knowledge is required for some action or judgment); and evaluation of the value of the competence in a particular situation.

Taught by both permanent and community faculty, IEPC also covers course objectives, the school's basic tenets, the five life areas of competence, sample pacts, consultations, learning strategies, assessment and evaluation procedures, individual help clinics and the like.

More help is available from the student's advisor and through consultation with professionals in the field. If, for example, a student is interested in Jungian psychology or linear programming but doesn't know enough about the area to devise specific competences, he can seek out a local expert who will detail what the field is about, what the appropriate skills might be, what professional requirements are generally indispensable. Fellow students who have outside careers or valuable experience are seen as excellent resources too.

Although the IEPC system has made pact development more efficient for the school and less harrowing for the student, it's still a rough process. Director of Admissions Elizabeth Shippee explains, "You have to look at yourself. You have to decide what it is you want to learn; what it is you have learned. Nothing in our education prepares us for that kind of analysis."

Ordinarily degree pacts will not be turned down only once at the end of the IEPC course; students whose pacts need more work usually arrange special sessions with a counselor or retake the IPBC course to master the skills in measurement and planning required of a degree candidate. Overall, however, the dropout rate isn't unusually high -- a loss of about 16% between initial IEPC admission and the qualification for degree candidacy and less than 10% thereafter.

"Students tend to select themselves out more than the college bounces them out," says President David Sweet. The faculty most often helps students try new learning activities until he or she masters the planning and evidence required to to complete them. However, as the school grows, Sweet believes faculty may discourage students earlier from continuing at MMSC until they have more clearly identified their learning objectives or can discipline themselves to the degree of self-directed study required.

"Doing an Education"

Once the pact is developed and approved, the students get down to doing what they've planned. But at MMSC, an education isn't something you do after work three nights a week. Learning in this context is meant to be a part of life, and MMSC offers a variety of ways to get where you want to go. Perhaps the most structured activities are Group Learning Opportunities -- GLOs -- classes, workshops or seminars held in downtown St. Paul or Minneapolis at banks, churches, offices, private industrial firms, and taught by community faculty. Currently there are more than 50 GLOs being offered, each lasting two or three months. The sample below comes from a GLO listing mailed to students each quarter. Additional information and updates are given in a bi-weekly newspaper.

SAMPLE GROUP LEARNING OPPORTUNITY[1]

Subject: Management by Objectives
Faculty: John Knauff
Phone: 922-7698

Place: St. Paul, Minnesota
Date: Wed., Jan. 15 - Feb. 19
Time: 7:30 - 9:30 p.m.

Purposes of Course:
We will first examine various theories of human behavior. From this we will proceed to examine in detail, the theory of human behavior on which MBO rests. During this examination we will pay particular attention to the assumptions underlying the theory and the relevance of the assumptions as we seek to apply the theory to practice. Finally, we will examine the application of Management by Objectives to primarily work situations and its relationship to their systems, particularly systems of reward and recognition.

[1] Excerpt from one student's MMPC transcript.

Objectives are possible at both the Knowledge and Application level depending on the needs of the student. I see as reasonable two possible broad general objectives: 1) to know basic concepts, theories, principles, and practice of Management by Objectives: and 2) to apply the concepts and principles of Management by Objectives to an employment situation.

Learning Strategies:
There are no required texts, pamphlets or manuals. The instructor will provide the group with a leading bibliography focusing on common business publications such as The Harvard Business Review, Modern Office Procedures, Business Week and Forbes. The purpose of the leading bibliography being to lead and assist the student in finding a wide range of points of view on the subject at hand and to demonstrate to the student that finding reference material on the subject is simple and more meaningful than simply reading a text. Further, the instructor will provide weekly copies of relevant articles to support the subject at hand.

Assessment Procedure:
The method or methods of assessment will be dependent on group size. If the group is five or less I will let each student select his or her own method. If the group is between five and twenty, I will limit the methods to two, one of which will be a written exam. The student may then elect to take the exam or use the alternative method which will be determined by majority vote.

Prerequisites:
None

While course objectives are suggested, each student must negotiate his/her own goals with the instructor. GLOs can be about almost anything: titles this year cover various aspects of business and accounting, mathematics, issues in state and local government, war and peace in the Middle East, beginning lessons in the recorder and piano, urban sub-culture, drug abuse, and many more.

GLOs can also be organized by groups of permanent and community faculty, or they may be seminars or workshops provided by a local agency or school and listed in Catalyst, MMSC's bi-weekly newspaper. Whatever and wherever they are, GLOs often feature creative approaches to traditional subjects. A case in point is "What Do You Do With A Crazy Lady?", a team-taught course combining 19th-century literature with Freudian psychology and counseling.

Internships are another way of getting where you want to go, and they're popular at MMSC because they offer chances for actual work experience at either the paid or volunteer level. Some students use internships specifically to advance their careers, while others find them an opportunity to explore

the working world before specializing. Many internships lead to employment on graduation. Ron and Jerry work full-time evening shifts but have been spending their days for the past several months interning with a Community Action Program for the elderly. For Ron, who's specializing in social gerontology, and Jerry, whose field is psychology, the internship is career-oriented. Together, they're researching and writing a grant proposal to the St. Paul Foundation to establish a pre-retirement counseling service.

An internship can last anywhere from three to five months and usually entails 15 or 20 hours a week. One student is working on a study of the duplication of social services for a Governor's Commission; another works for a women's counseling service at the University of Minnesota. Students can also develop internships at their own places of employment, but such endeavors must involve new responsibilities or new projects that involve real learning. A student who works with the postal service accomplished this by arranging to serve as a supervisor one day a week, while a safety engineer put together a handbook for state highway repair crews to introduce new safety codes.

Although a student may not wish an on-the-job internship, he or she can still develop competences while at work by taking company or career seminars or training programs. The manager of a respiratory department in one of St. Paul's hospitals has combined his work in therapy and management as a job-related internship while attending GLOs in accounting and management-by-objectives. Not surprisingly, on-the-job supervisors tend to become involved in the intern's progress as they evaluate his or her work; administrators and colleagues also get caught up in learn-while-doing process, and some enroll in MMSC themselves.

One faculty member develops, coordinates and monitors all internships. When the school was getting underway, it required a concerted effort in the community to line up slots for students, but MMSC's reputation is established now and many agencies come to the college specifically to find mature and dependable help. The internship coordinator still searches for opportunities tailored to individual needs, and he evaluates and approves the internships students find on their own.

Two other alternatives are supervised and independent study, MMSC's most flexible -- and individual -- forms of learning. Supervised study means regular and frequent meetings with an instructor for reserach, tutorials, and the like. Independent study involves only initial contact and approval from the instructor, then final evaluation. Examples are independent reading projects and study abroad.

Matching student interests with effective resources is a massive job for the college's staff. Both Learning Centers have compiled resource guides available to students, and advisors scour the urban area for suitable facilities. The Minneapolis Center offers a telephone advising desk, whereby students can call in anytime with either general or specific questions about their program or learning resources. The advising desk serves as a quick "short circuit" to seeking out and making appointments with a specific advisor.

There are almost as many ways of going at an education as there are students at MMSC because different students in the same discipline will write very different goals. Community faculty member Jan Pusaro recently conducted a survey of pacts written by 53 students. A frequency analysis of their competences revealed that only 44 subjects came up twice or more (most often group dynamics, writing, accounting, and counseling); in all, the 53 pacts included more than 300 different competence statements, each requiring a different learning resource. Sample competences taken from the college's student handbook include subjects unique to each student's needs: sewing, car repair, Latin, linear programming, environmental protection of birds, techniques for running for political office, commercial art, sign language, the principles of cost-benefit analysis.

A final and much appreciated feature of doing an education at MMSC is the school's flexibility about schedules. There are one- and two-year programs, but students can arrange for a six-month extension or take leaves of absence when necessary.

Evaluation and Assessment

Quality control is a critical issue in a competence-based program, and MMSC takes it seriously. Academic Affairs Vice President George Ayers remembers the staff's struggle with the competence concept. "When you think about

competence, most people think it's synonymous with experience. And it's not that. We have had a hell of a time explaining and communicating to people what it is; what a person has developed as a result of his experience." Competence, in MMSC terms, is the ability to exhibit the level of performance necessary to achieve a given goal and includes knowing, applying and evaluating.

President Sweet is pleased with the progress toward definition of competence and evidence made by the school in the past two years. He feels students have earned their MMSC degrees and points out that "staff are getting better at extracting evidence from students and knowing how to evaluate it. Our best evidence of growth by students," Sweet continues, "is the degree to which they are accepting responsibility for their own education; there are now a significant number of students depending on ... and using well ... the community for their learning activities."

For each course or learning unit the student takes, the candidate must complete a Learning Activity Agreement with an instructor. This formal document sets out what goals are to be achieved and which learning experiences will be provided by the instructor, who signs the agreement to confirm his/her commitment. The student's advisor approves the agreement if it conforms to the pact's overall goals. The agreement is concluded when the course is completed and the instructor has written an evaluation for the student's narrative transcript. Depending on the student's goal or competence statement, it may take only one or several LAAs to gain the competence.

At MMSC it's the student's responsibility, not the teacher's, to define methods for evaluating evidence. Common techniques for gathering evidence are: interviews; performance tests in areas such as music; situational observation; videotaping for internships or counseling; gaming and simulation; and product assessment for work such as poems and compositions; occasionally written tests are used. Assessment includes both measurement of degree of competence and evaluation of the competence in relation to the student's overall objectives. For example, one can assess how much competence a student has acquired in statistics, but unless we know what the student wants to <u>do</u> with statistics, it's impossible to evaluate the skill as adequate or inadequate.

Competence evaluation is done by those who've taught or supervised the Learning Agreement -- tutors, GLO teachers, the intern's supervisor, the student's on-the-job boss. To help them write usable evaluations, MMSC distributes guidelines and samples. The final stage of competence review is conducted by MMSC's three assessment specialists. It's another form of quality control in which assessment staff check each competence statement to be sure it conforms to the pact's goals, then review the content of the evaluation to see that it meets the college's standards. When evaluations are too broadly stated or lack sufficient evidence, they're returned to the evaluator with a critique and request for revision. Moreover, the evaluator must have competence in a given field and be approved by the assessment staff. If not, faculty or assessment staff must find additional ways of verifying skills or locate another expert in the field -- something of a challenge with subjects like the History of the Bahama Islands or Marketing Ceramics.

As each competence is evaluated and approved, it becomes part of the student's transcript until all 18 pact competences have been documented. The narrative transcript contains no rating or grading scheme: it's meant to be read. Because the transcript is an unfamiliar document based on a new concept, MMSC staff have held conferences with graduate school personnel and employers to explain its content and function. In general, however, the school's degree and transcript have satisfied both business people and educators. Eighty percent of the MMSC graduates who applied to graduate school have been accepted (some refusals were based on non-MMSC-related requirements such as Graduate Record Exam scores.) Employers particularly seem to like the transcript because it offers more specifics about competence than the reasumes they routinely see. Part of an actual transcript appears below.

Competences Gained While Enrolled at MMSC[1]

BASIC LEARNING AND COMMUNICATIONS COMPETENCE

1. Comprehending written information

   Reading and comprehending a wide variety of literature from nineteenth and twentieth century political and social commentators in completing a study unit on American values; under supervision of Ms. Anne Webb.

[1]Excerpt from one student's MMSC transcript.

EVALUATION: "(student) demonstrated in this study unit the ability to read and understand a wide variety of written material. He was able to communicate clearly and concisely orally to me knowledge, attitudes and understanding which he gained from his reading."

2. Understanding means of identifying community resources

Compiling resource list of community agencies offering rehabilitation counseling; under supervision of Ms. Geraldine Hansen.

EVALUATION: "(student) demonstrated understanding of the import of community resources by identifying various types of resources in the metropolitan area that could be utilized with (vocational rehabilitation) clients."

3. Organizing data for and writing vocational rehabilitation case reports

During internship at Minnesota Academy of Seizure Rehabilitation, organizing concise and accurate case reports of clients' initial interviews, vocational evaluations and work adjustment training; under supervision of Ms. Geraldine Hansen.

EVALUATION: "(student) was asked to write reports pertaining to discussions held with rehabilitation clients in counseling sessions. In order to successfully fulfill the contract, he needed to evaluate the relevancy of the data he received, identify key areas of concern, devise a plan for the client to follow and summarize such information in an organized, concise report. This information would be utilized by other professional staff members.

"I feel that (student) fulfilled these requirements with professional responsibility which would further indicate that he is capable of similar work without extensive supervision."

MMSC -- Who Goes There and Why

If there's no such thing as a typical degree program at MMSC, there's no typical student either. There are about 900 of them, ranging in age from 21 to 74, with a median age of 33. About 52% are male, 48% female, with an 8% minority group that is predominantly black. They're blue collar and management people, young mothers and matrons, college dropouts and career businessmen. "You meet the most marvelously involved people at MMSC," one student enthused. "As a result, the educational experience really offers a broader exposure than a traditional college."

Why did they pick MMSC? A survey conducted in February 1974 revealed that 87% of the student body found the school's flexibility its most important feature. Logically enough, since more than 80% are employed full-time and many are mothers with small children. Mary Garver, for instance, is the mother of eight. She's interning in accounting with a small firm, having just completed pact development. She's learning more about her field on the job and plans to shift her pact's emphasis from cost to financial accounting. Mary needs flexibility in her program, and MMSC, she feels, is "the only place I can do it." More than that, Mary believes MMSC offers a unique experience. "This is the way to become <u>really</u> educated, not just to get a degree."

The 1974 survey also indicated that students appreciate the degree of independence the school allows, the individualized approach, and the opportunity to earn credit for life experiences. Another factor is MMSC's tuition structure -- a low $400 for one year, $800 for two. The tuition payment works something like a bank account, allowing students to buy courses or programs at institutions like the University of Minnesota or private art and music lessons, seminars and workshops in the metro area.

Some students come to MMSC because they can't advance in their jobs for lack of a formal degree or training, while others dropped out of more structured and traditional schools. Judy tried three colleges before she found MMSC. She's now working as an X-ray technician and will soon graduate. What she likes is that "the program takes into consideration my outside needs and interests. I didn't have to give those up. I could really integrate the rest of my life into the college program." Judy's going on to graduate school, and her enthusiasm is such that her employer and a fellow worker both plan to enroll at MMSC.

Others appreciate the chance to pursue personal learning needs or combine unusual learning goals. A student with a keen interest and skill in weaving decided to open a yarn shop, so she came to MMSC for a degree in studio arts and business. St. Paul's Deputy Police Chief, who is also a state senator, is another new student. While he could obviously demonstrate competences in social awareness and civic responsibilities, he chose to use MMSC for personal enrichment. His pact includes literature studies and foreign language, and he'll be attending cultural events in the metro area as part of his liberal arts program.

It's true that MMSC students design their own programs and have authority over them, but they're also encouraged to explore new fields rather than devote most of their time to job-related activities or things they already know. Howard Mark, who works in media production at Control Data Corporation, originally wrote competences tailored to his scientific role but later broadened his scope. He first studied music, which other members of his family enjoyed, and learned to play the recorder. He also got involved with a Model Cities program and other public service agencies and began dealing with people in spheres very new to him. Now he's learning German, among other liberal studies, while teaching media courses as a community faculty member.

The notion that MMSC is appropriate for students who already possess self-direction or that students here miss some kind of concentrated academic experience are both rejected by Sweet. "I don't believe we should turn away students who need structure .... Here they can find and create the structure they want ... and we may be able to help them abandon some structures as they no longer need them." Students who want specialized or highly technical studies can use MMSC in the most esoteric ways, Sweet says. "It's not easy but it's not impossible. For someone interested in advanced theoretical physics, this may not be the best school, but for a student who is working in some field using physics and wants to obtain his degree and new technical knowledge, we could work something out with the work place to make a degree possible."

Faculty as Facilitators

MMSC utilizes both a permanent faculty and a community faculty (people drawn from the community who teach students on a contract basis). Frequently characterized as educational brokers, MMSC's permanent faculty do little teaching. Instead, they serve primarily as advisors, most with a caseload of 40 to 50 students. It's not quite as bad as it sounds, since many are self-directed learners. But advisors do carry heavy responsibilities. They review and suggest changes in the student's educational plans, help locate and arrange for suitable learning resources, approve learning contracts, and in some cases teach the school's introductory course, Individualized Educational Planning. They're loosely

structured into three conferences -- Liberal Arts, Administration and Business, Human Services -- roughly akin to faculty departments. Conferences develop course offerings and recruit, screen and evaluate all applicants for community faculty positions.

Most permanent faculty are also presently involved in one or more self-study committees charged with evaluating the program for accreditation. Evaluation has really been going on at MMSC from the beginning, and staff roles and procedures are still evolving. Dr. George Ayers, Vice President for Academic Affairs, puts it this way: "I don't think we see any aspect of our program as being totally defined at this point. We feel that it is constantly changing and that we need to be constantly evaluating it, and we are."

Community faculty are the college's principal instructors, numbering between 200 to 250 at any given time. Initially recruited through newspaper ads, community faculty are now carefully screened by the three permanent faculty conferences. Prospective teachers must complete a form stating what learning experiences they wish to provide, how they'll provide them, and what qualifies them to teach. Conferences look not for an academic degree but for demonstrated expertise in fields MMSC's students are interested in. A real willingness to help students learn by using innovative teaching strategies is also important. A real estate agent is now teaching history from the layman's perspective, while Control Data Corporation has developed computerized teaching methods and multi-media perspectives for MMSC students.

Matching a student's learning objectives with the most appropriate community faculty person is not always easy. "Because of scheduling, time conflicts, and different learning strategies, we do have considerable problems in pairing up student needs with the right community faculty resource," says Dean of Administrative Services Dr. James Deegan, "but we're getting around this difficulty by offering several modes of learning, such as the GLO and independent study. We're trying to help students get what they want, when they want it, and in the appropriate mode." Community faculty teach GLOs, supervise self-directed study, or provide tutorials. Format and case load are largely determined by student demand. Several select community

faculty also serve as counterparts to permanent faculty in the Learning Centers on a part-time basis; MMSC is looking for ways to promote more exchange between the two groups. Community faculty are not salaried, as are permanent faculty. Instead, they receive $30 for each student they teach.

Money and Innovation

Funds to support the growing college have increased from a biennial appropriation of $300,000 for FY 72 and FY 73 to a biennial appropriation of $1,750,000 for FY 74 and FY 75. Administrators expect that the Minnesota legislature will approve a slight increase over its present budget for fiscal years 1976 and 1977. State financing plus student tuition together amount to about $1,400/year for each student's MMSC experience. MMSC's cost per student has not been compared with costs of two-year community colleges in the state because most community colleges are designed to provide the first two years of a four-year education while MMSC offers the last two years, typically the more expensive period. For the same reason, MMSC per-student costs cannot be meaningfully compared to the state average yearly student costs of $1,850 at most four-year institutions.

MMSC's costs for maintaining physical facilities and traditional school-related extra-curricular activities are lower than those at other state schools. But, as administrators point out, the individual instruction and small instructor/student ratios and the close student/advisor relationship for all learning opportunities would cost much more at a traditional college, if they were available. And students do not pay for re-learning in areas of competence because they do not have to satisfy (or pay for) required courses. A significant portion of the funds available to the college are still being used in development of the structure and services which will continue to be available to students. For example, college personnel had to write all materials for the IEPC. In addition, efforts to secure full accreditation for the college have been a major developmental cost.

While physical facilities' costs are low, the identification, training and evaluation of community faculty will continue to require time and resources. So will the continuing job of locating facilities where group

and individual learning opportunities can be held; the college's support staff, rather than the community faculty, is responsible for locating learning space. The college supplies an Internship Director who locates work positions for students whose learning activities include a practicum. The Internship Director also works with their internship supervisors and assists in evaluating the experience.

Since students are scattered throughout the metropolitan area, the college has an important communication responsibility: to provide adequate information about available courses, changes in procedure, and other details. The newspaper Catalyst is one means of communication; the human information network among students and advisors is more time-consuming and more costly, but, many would argue, more satisfying.

Salaries comprise about 85% of the budget at MMSC. The school does grant tenure. Because the college operates all year, salaries for faculty are based on 12-month contracts and are slightly higher, therefore, than the traditional nine-month salary. The remaining 15% of the college budget goes for leases, advertising and printing, contracted services, travel, and supplies. At present, if a student wants to attend a conventional college course to acquire a competence, the college also pays for the tuition required at a traditional institution, although bookkeeping requirements of this arrangement are complicated and MMSC is considering a change in this policy.

Administrators who are involved with funding issues look forward to a time soon when the allocation of funds by the legislature will be based on a per-pupil allotment. The college will still continue to seek grants from federal agencies and foundations to support specific developmental projects.

Changes and the Future at MMSC

As MMSC has grown and consolidated its internal structures, several changes have been made for greater effectiveness and efficiency.

- In the all-important pact development process, students initially received a four-week orientation to the school but worked with an advisor to develop the pact. Because of limited advisor time, this system was often an unnecessarily

lengthy and difficult process for the student, and it was expensive for the school. Now, all students attend a six-week orientation specifically aimed at helping them develop their pacts, which must be completed in draft form and approved by the faculty before students are fully enrolled.

- The school, according to staff, now does a better job of matching students with community faculty. Originally, these teachers were recruited through newspaper ads; now they're screened by faculty conference groups and are required to demonstrate their areas of competence. Over the past three years, therefore, the school has built up a corps of reliable community faculty with a variety of expertise to offer. As the school streamlined its assessment procedures, it found that community faculty needed help with evaluation statements and provided that help in orientation for all new community faculty.

- Originally, permanent faculty were responsible for evaluating student competences. As enrollment grew and individual case loads swelled, this task became too time-consuming. MMSC now has three part-time assessment specialists who conduct all competence evaluation duties.

- Although permanent faculty were originally contracted for the full 12 months of the school year, new staff and tenured faculty will soon be offered a 10-month option, allowing them time for keeping up with changes in their disciplines.

There is a continuing dialog among permanent faculty members about whether MMSC should be more structured, with more committees, and the kinds of concerns more common to traditional colleges. Another faculty issue is whether, as a liberal arts college with degree-granting powers, MMSC should have a more "academic" faculty with a closer relationship to professional groups in each discipline. Debates like these are common at the college and support Dr. Ayers' contention that staff feels MMSC is constantly changing and redefining itself.

As it changes and grows internally, MMSC is also being copied in other parts of the state and in the metro area. An important boost to expansion was the half-million dollar grant to MMSC from the U.S. Department of Health, Education and Welfare's Fund for the Improvement of Postsecondary Education. The grant established a metropolitan consortium charged with the development of similar competence-based programs for six two-year community colleges which now pre-enroll MMSC candidates. The consortium was another of David

Sweet's ideas but area colleges were quick to join the consortium to begin development work on coordinated competence programs. The grant pays for a consortium director and one staff member from each of the six colleges. Competence evaluations similar to MMSC's are being considered at other state colleges too, some led by three former senior academic deans at MMSC who have gone directly to administrative positions in other state colleges. Their transfers indicate to David Sweet that other colleges are truly interested in changing educational structures.

There seems to be a healthy consensus among staff and students, however, that MMSC as it is presently constituted is doing an effective job. Why? Some say it's the combination of a new approach to education and the people committed to that approach. Others cite flexibility, student motivation, the staff's "missionary zeal." One staff member feels the school's real strength is the maximum opportunity it offers for individual attention: "Here people are very much interested in themselves and want others to be too. The program breaks down only when someone has forgotten that part." Faculty continue to look for ways to facilitate staff-student contact while maintaining student freedom to decide when they need help.

As MMSC continues to expand, there will continue to be redefinition of the program and more streamlining of roles, procedures and format. Some things won't change. They include the college's five basic tenets and its earnest commitment to student authority over and responsibility for educational planning. MSMC is proud of the credibility it has established in its community, a credibility evidenced by growing acceptance of its narrative transcript and a snowballing number of requests for technical assistance in setting up similar programs. The school will complete its self-study in the spring of 1975, with accreditation expected in the summer.

The school's best advertisements, however, come from graduates. "My degree has given me immeasurable personal satisfaction," one of them reports. "MMSC," concludes another, "is a program designed for one whose education has been interrupted by two wars, four children, 16 job locations, extensive company travel .... In my opinion, it is an educational form much needed in this era."

Exemplary Project in Career Education
Bismarck, North Dakota

Principal Authors: Donna Warner
Roger Goodson

IN BRIEF

Exemplary Project in Career Education
State Board for Vocational Education
Department of Public Instruction
900 East Boulevard
Bismarck, North Dakota

Larry Selland, Project Director

Demonstration project dates July 1970 - August 1973

Continuing career education: The World of Work 1973 - present

The Exemplary Project was funded as a development and demonstration project for Bismarck's city-wide School District #1. At the close of the federal funding year in 1973, the School District incorporated the program as part of its regular educational model and calls it the World of Work. Original project staff came from the State Board for Vocational Education located in Bismarck; at the end of the demonstration grant, they resumed responsibilities with the State Board for Vocational Education and are presently working on the implementation of career education in other school districts throughout the state.

Original Project Staff:

Project Director, half-time
Three project guidance specialists, full-time
Administrative assistant

District #1 staff presently involved:

250 principals, teachers and counselors; 6,000 students
13 elementary schools
3 junior high schools
1 high school

Funds:

Demonstration grant: July 1970 to August 1973 -U.S. Office of Education, Vocational Education Admendments Act of 1968, Part D, Exemplary Project	$323,073
Present funding: Career Education activities have been made part of regular school curriculum; materials, supplies and teacher salaries are part of regular district budget.	3,000
-Expenditures for career education include: Transportation allowance and summer salary for coordination of field trips	2,000
Summer guidance activities (salaries and materials)	5,000
	$ 10,000

Major Features:

-Development of local district career education project by State Board of Vocational Education personnel
-Development of Curriculum Activity Guides for all age groups by teachers and counselors
-Use of field trips and resource visitors, particularly at the elementary level
-Model Guidance Program emphasizing career counseling and involving parents

"This isn't bragging or making excuses, either, but we started on this concept one full year before Commissioner of Education Sidney Marland ever used the words 'career education.' We use the term career development. I sometimes wish we'd never come up with the phrase career ed because that implies a course of study in something, a sequence of courses, and that's not our concept of it. We think we're impacting on the process of career development, and it's an ongoing process, a developmental process that begins early and continues on into adulthood."

That's Larry Selland talking about the Exemplary Project in Career Development he headed from 1970 to 1973 in the Bismarck, North Dakota school system. A candid, personable man, North Dakota's Teacher of the Year in 1967, Larry is Assistant State Director of Vocational Education. His responsibilities with the State Board for Vocation Education include expanding career development throughout North Dakota's elementary and secondary schools. When federal funding became available for developmental programs through the Vocational Education Amendments of 1968, Larry and others wrote a proposal for a pilot project in Bismarck which was administered by the State Board for Vocational Education through his office until, in 1973, it was taken over by the local school district as an ongoing program.

"We learned a lot of things from Bismarck, we made some mistakes, and some of the things we've done wrong in Bismarck, we tried to correct as we went into other schools. .. We're quite committed to taking what we've found, the good aspects of this developmental program, and sharing it state-wide," he asserts. Besides Larry, the Vocational Education staff involved in this effort consisted of three specialists: Bob Lamp, Harry Weisenberger and Marvin Kollman who handled teacher training, assisted in developing materials, and recruited participation by the business community. Current efforts at state-wide implementation are being continued by Mike Lalonde and Jerry Tuchscherer. Their activities include training teachers and administrators, circulating ideas and materials, and arranging mini-grants from the State Board for Vocational Education for innovative career-oriented programs. But Bismarck's where it all started in North Dakota, and it offers a look at how one program was developed with outside start-up funds and what affects the transfer of support from federal to local sources had on program activities.

The Exemplary Project in Bismarck

With more than 90 per cent of its land in agriculture and only about 40 per cent of its population classified as urban, North Dakota is the country's most rural state. Bismarck, its capital, is situated on the east bank of the Missouri River, and although a relatively young city, as western cities tend to be, Bismarck has seen its share of our national history. First were the Plains Indians--the Sioux, the Mandan, the Gros Ventre, the Crow--who would succumb in time to white encroachment. The Lewis and Clark expedition passed through what is now Bismarck, opening the way for trade and settlement. Later came the booming Missouri river boat traffic, and finally the transcontinental railroad linking the Atlantic and Pacific coasts. Today, the buffalo have been replaced by beef cattle, the prairie grass by wheat.

Although Bismarck's population has more than doubled since 1950 (it's currently about 39,500), the city still has the feel of a western town. People wear boots and western clothing and worry about their crops and beef prices. School District No.1, where the Exemplary Project was put into effect, consists of 13 elementary schools, three junior highs, and one senior high with a total district enrollment of just over 8,100 students, served by some 375 teachers.

Unlike many other states, the State Board for Vocational Education in North Dakota is separate from the State Department of Public Instruction, which governs all elementary and secondary education. From the state level, project staff could work through the district school system but had no authority to impose their project on teachers. This factor posed drawbacks; the project was initially seen by some teachers and counselors as being imposed from the outside. Having the state staff direct the project also meant that the support and coordination they provided for teachers was withdrawn when their jobs were no longer funded by the project. That meant that teachers and other staff who became really involved with the project were genuine converts who adopted the concept because they believed in it and not because supervisors in the district's administration were handing down edicts. Moreover, Bismarck was designed as a demonstration and developmental site, not as an implementation program, and staff stress that 100 per cent teacher participation was never the object of the design. The goal was to develop and try various ways of making career education part of the school experience and to allow teachers to participate in the long run according to their own degree of interest. As it was, the Exemplary Project ended up involving about two-thirds of the district's teachers in one way or another.

Simply stated, the Project's task was to integrate career development activities into Bismarck's existing curriculum. Staff and consultants, using guidelines formulated by the Ohio Center for Vocational and Technical Education developed four broad goals for their program: to provide

- occupational orientation at both elementary and secondary levels to increase student awareness of the range of options open to them outside of school;
- work experience, cooperative education, and similar programs to give students a variety of occupational offerings;
- for students not previously enrolled in vocational courses, specific training in job-entry skills just prior to graduation;
- intensive occupational guidance and counseling during the senior year, and initial placement of all students in jobs, training programs, or higher education at the completion of their schooling.

Each broad goal was then broken down into specific objectives. Some goals, like training for non-vocational students in the final year, began as stop-gap measures to help youngsters leaving the system without any career education foundation, and were met with short-term programs which became part of the project. The program which emerged featured these elements:

- Activity Guides for all elementary and secondary levels to help teachers work career education into their basic teaching;
- for primary students, an extensive program of field trips to promote occupational awareness;
- for secondary students, increased aptitude testing and guidance services as well as work exposure and work-experience opportunities to complement existing vocational programs.

For funds, the project has a total of $323,073 for the three years; some 47% went for the staff of three full time coordinators, the part time director and full time secretary. The next greatest expenditure of funds went for staff training for teachers in the use of career education activities; inservice training accounted for $82,543, or 25% of total funds. Finally 13% of the budget went for materials like slides, tapes and publications, while the remaining 15% was taken up with equipment expenses, travel and miscellaneous supplies for use by the project staff and trainees.

How the Program was Developed

To translate their broad goals into concrete programs, Project staff needed first to enlist the support of administrators and teachers for the career development idea and then get their help to devise activities and materials for use in their classrooms. A preliminary step was identification of one person in each school at the elementary level, and one in each subject area at the high school level, to act as liaison between Project staff and teachers. People selected were those who were already interested in the career development concept and wanted to do something about it. Project staff then began orientation sessions for administrators and later for teachers, explaining the career education process and how it can be implemented. Staff brought in consultants for workshop and in-service sessions to detail the theory behind the movement, but Bismarck's teachers wanted concrete help. Says Larry Selland, "One of the biggest problems we had with the teachers was when we first went to them, we didn't really have any curriculum materials or any kind of materials whatsoever to show them. We told them what the concept was about and they said, 'Okay, tell us how to do all this.' We said, 'Well, we'll figure that out later,' and of course they didn't buy that."

In 1970, there were few career education models to learn from, so the Exemplary Project had to develop its own curriculum. It did this by organizing committees at each grade level (grades 1 to 6) and for each high school discipline. These groups worked through the first year developing, adapting, and field-testing activities in their own classrooms. "We started out," Larry recalls, "with groups of three or four first grade teachers, three or four second grade teachers, and so on. . .We'd draw together three or four junior high English teachers and work with them."

As workable activities were refined, these teachers demonstrated them to others at in-service sessions and system-wide workshops. "As time progressed," says Larry, "we got more and more teachers involved in these group meetings and working in summer sessions. It kind of snowballed." By the end of the first year, the Project was able to publish Classroom Activity Guides for each grade level and discipline. The guides, refined further during 1971-1972, incorporated a number

of strategies--role playing, simulation, gaming, field trips, panel discussions, problem-solving, demonstration, interviews, films, slides, tapes, and many more. "These are simply classroom activities," Larry emphasizes. "This is not a course of study, not a curriculum guide. We have a format with behavioral objectives, and there's one guide for each grade. Junior and senior high schools have them packed for disciplines--social studies, math, science, and so on. We have one for kindergarten, one for special ed, and one in vocational areas." During the development process, staff found that teachers were happier with sample lesson plans than with a rigidly structured format, and they proved unwilling to spend time measuring student attainment of behavioral objectives.

In-service training for administrators, teachers, and guidance personnel was continuous over the three-year life of the project. Training ranged from two-hour sessions to week-long workshops, in one-to-one, small-group, and large-group formats. Presentations were generally a combination of lectures, panel discussions, group activities, audio-visual presentations, demonstrations, and problem-solving strategies. As time went on, staff relied less on outside consultants and more on the expertise they and their teachers were accumulating. Staff also traveled around the country, visiting other programs and bringing back new approaches to share with the school system. A critical factor in the success of this training, Larry Selland reports, is that staff always tried to have something new to pass along--new literature, new commercial materials, new ideas.

The Project formed an advisory board of administrators, teachers, and community members to give general guidance and an opening for community participation. Looking back, staff feel that more than two teachers should have been included on the board, and that students should have been represented on this and other general planning committees. Community participants helped the Project find resource people in the Bismarck area--people from business and industry--who were willing to demonstrate their skills or showcase their operations for students.

Another critical factor in getting Project activities into Bismarck schools was the staff's willingness to roll up their sleeves and pitch in. They made themselves available in classrooms, they took the initiative wherever possible. The Vocational Education office became a clearinghouse of literature, research, and materials for circulation in the district. Staff wrote a brochure, Career Development K-12, telling administrators how they can implement career education programs in their schools. Guidelines were drawn up to help teachers take advantage of field trips and community resources. Arlene Moreland, a district music teacher, discovered that music could easily be used to reinforce almost any classroom concept, so she developed 75 fifteen-minute videotapes some of which are piped into Bismarck schools daily by the local television station. The shows, backed up by a teacher's guide, are career oriented, and have featured the governor of North Dakota, a blind man who's a piano tuner, and many other people living and working in or near North Dakota.

For older students who would be leaving the system without the benefit of career education activities, the Project conducted special short-term programs of work exposure and work experience, both of which are still being offered by the Bismarck school district. Another successful innovation kept by the district was a model guidance program for high school students that for the first time brought parents into the counseling process in a systematic way. In all, the Project during its three-year term involved some 250 teachers and more than 6,000 students in career development activities.

Community and parent support of the Project increased significantly during the three-year process and were instrumental in the local school district's continuance of many aspects of the program when federal funding terminated in 1973. Larry Selland and his staff of three are now working with school districts throughout the state and are supervising full-scale implementation programs in Devils Lake and Minot. Bismarck teachers, like others, attend the career education workshops sponsored by the Board for Vocational Education, and they demonstrate classroom activities for the Board before college-level teacher education programs.

Today the Bismarck school system calls this career development program the World of Work. Because the World of Work is integrated in the curriculum it does not require additional funding outside the district. Administrators support the on-going emphasis of career activities in all classrooms, but without federal funds, no full time resource people or coordinators are providing impetus for career education. However, the district has earmarked money for career-related resource materials and for salary supplements to staff who coordinate field trips and counseling services.

District funds for the World of Work include:

Resource materials, supplies, photographs	$3,000
Coordination of field trips (summer salary)	2,000
Coordination of guidance activities (salaries and materials)	5,000

It's not as concentrated a program as it was when the district was a demonstration site, but the Exemplary Project left behind materials and techniques, and most important, a nucleus of teachers, counselors and principals committed to incorporating career education into their everyday work.

At the Elementary Level

Career development at the elementary level is really career awareness rather than intensive study or training. Grade school children in Bismarck are shown the variety of jobs in the working world through classroom activities, special materials, and field trips. Bismarck's elementary teachers and principals are the most enthusiastic proponents of the career development concept. Some of them use the Project's classroom Activity Guides routinely, and others very little. Many of them have gone on to their own activities, working awareness-building strategies into their teaching automatically. For such teachers, almost anything can be an opportunity to start children thinking about the working world. In a pre-Christmas display of toys, a first grade teacher casually asks her class where a toy was made (China), what it's made of, how it got all the way to Bismarck, what kinds of jobs were involved. In another classroom, a teacher is using the Duso Kit, a commercially available kit featuring a talking dolphin who asks questions to make kids more aware of themselves and the World of Work. Job identification is fun when it's a game of 20 Questions or an exercise using one of the occupational wall charts the Project developed. Teachers can use their Activity Guides (two samples are included here), or they can institute their own games and projects such as an "I Want to Be" bulletin board.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's knowledge of parent's occupation, the students will name three tools that his parent uses in his work if that number is available.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Parent bags: Use child decorated paper bags to bring tools (or a tool) of either parent's occupation to show and explain their work.	1. Discuss work and workers and how each worker is very important.	1. Paper Bags Construction paper, crayons, tempera paints, colored chalk, paste.
2. Have students take these home and have their parents put tools into bag and explain to them what each is used for.	2. Discuss how certain tools that their parents use makes work easier. (example of tool) Do same for teacher (ruler) and student (pencil).	2. Egg Beater (mother) Pencil (student) Ruler (teacher)
3. Child brings daddy or mommy bags back to school and explains to the rest of the class what his father's or mother's job title is, tools used and how used.	3. Discuss how their fathers need certain tools in their work.	
	4. Fold paper in half vertically and draw mother and father working at their jobs; mother on one side and father on other.	
	5. Equalize the importance of Mother and father role in home such as for the cases where a mother or father is not in the immediate family or home situation. Discussion on this necessary.	

SUGGESTED CORRELATION FOR THIS ACTIVITY: Can be included in areas of Social Studies, Art and Science.

General
(Immediate Neighborhood)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a set of posters the children can tell what the worker brings to the home.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Select a poster from set of community workers and tell what he brings to the home. Take part in discussion of various community workers who come to the home. Prepare a bulletin board entitled "Workers Who Come to Our Home" a) use pictures from magazines b) draw or paint some of the pictures. Learn songs "Paper Boy" and "The Milkman." Do a choral reading of "Workers" (poem). After reading this poem children can dress up, wear hats or carry a product for identification.	1. Have set up Community Workers posters. List may include milkman, garbage man, mailman, plumber, meter reader, paper boy. 2. Collect pictures from magazines and prepare own set of pictures. 3. Encourage critical thinking by asking: Why do you suppose the milkman delivers milk to the home when it can be bought in a grocery store? 4. Teach song "Paper Boy" and "The Milkman" to tune of "Farmer in the Dell." 5. Have a "paper boy" deliver papers down class streets while the children sing.	Teaching Pictures: Home and Community Helpers Cook Have You Seen My Brother?, Guilfoile, Elizabeth. Follett Publishing Co. Songs: "Paper Boy" (attached) "The Milkman" (attached) Poem: "Workers" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Self-awareness, problem-solving and decision-making are strongly emphasized in some classrooms. A popular exercise uses open-ended filmstrips dramatizing a situation but leaving an unresolved problem for students to discuss. Students do a good deal of role-playing, particularly in job interview simulations. Youngsters even have a chance at city planning: they try to staff a city government from scratch, winding up with slots all the way from dogcatcher to city councillor.

Third-grade teacher Winnie Hoersch sees self-awareness as a critical ingredient in her teaching. "I believe that the most vital part of the career education program is that part which deals with self-concept development. In my room I use filmstrips and cassettes which deal with values, decision-making and setting personal goals. I also had the opportunity to assist in writing the Classroom Activities books while the Exemplary Project was in effect and I feel these have been of some use to myself and to other teachers." Ms. Hoersch feels teacher involvement in curriculum development is essential: "You see, if teachers feel that they have a hand in something, they're much more willing to try it--that is, it isn't pushed on them from someone up above and they can't do anything about it."

According to Larry Selland, Bismarck schools with the strongest career development emphasis are those in which principals like Matt Fettig and John Wanser were involved in the Project's initial planning and training. Without their support and commitment, little could have been accomplished. John Wanser supervises two elementary schools and coordinates field trips for all 13 of the district's grade schools to avoid overlapping. John not only keeps track of and arranges for these excursions, but has been designated Business and Industry Liaison, first for the Project, now for the District. It was his job to go into the community in 1970 to line up facilities for children to visit, and he continues to coordinate this program.

"We feel that by taking youngsters on field trips, it sort of fills the void between the functional relationship of knowledge they get in the classroom and the real everyday lives of people who are providing a living and a service for them and the community. We wanted primarily for youngsters to realize that work has worth and dignity—that it's better to be employed than to be idle. We teach kids this, and we want them to know that everybody, regardless of what type of job they're involved in, whether it be a highly skilled surgeon or the garbage collector, they each play a vital role in our community."

John says the kids are excited about the program and have developed a real interest in what they're seeing. "For the first time," he says, "youngsters began to ask their moms and dads. . .'Well, how did you get your job? Do you like it? What sort of training did you have to get for it? How much money do you make?'"

John arranges upwards of 60 trips a year, and has had excellent cooperation from the Bismarck business community, some of whom have prepared slide presentations and explanatory materials for use in the classroom or at their offices. "They all wanted to get involved in the educational community and they all felt they had something to offer. At first I was concerned that they might want to use youngsters to try to sell their products, but this is the one thing they were concerned about; they wanted it low-keyed, they did not want to pressure the kids. Well, that was three years ago, and each year when I go back I expect to hear 'It's taking too much time, I can't do it.' but that's not the response I get. They welcome us back and want to know how they can improve their program to make it more meaningful to youngsters. They want constructive criticism from teachers."

Children have visited local utilities plants, machinery manufacturers, offices, police headquarters, and tradesmen. A significant side benefit has been the use of parents as drivers and classroom aides, explaining their own jobs to students. In both cases, parents are brought into the educational process in a supportive way, not only when their children

are in trouble, and parents see first-hand what career education is all about. On a recent trip to a farm machinery plant, one parent remarked, "I go on these trips quite frequently, and I feel it's good for kids to learn what jobs are so they don't just say, 'My Dad works at this place or that' and not know much about what he does..."

At the Junior High Level

Both teachers and Project staff state that it's much easier to integrate career development into elementary schools than it is at the higher grade levels. In grade school, each classroom is a self-contained entity where teachers can deal with the same students all day long. They have a chance to work consistently with children not only on the academic basics, but on concepts such as life goals and values. In high school, where students rotate through classrooms, teachers may only see a student twice a week and the focus is necessarily limited primarily to subject matter. Given these constraints, the Project aimed at the high school level to provide increased exposure to the World of Work, increased chances for hands-on experience, and career counseling to help students make informed choices.

John Yonker is principal of Hughes Junior High, one of three such facilities in the Bismarck system. Like John Wanser, he's been one of the Project's key people, helping the concept work in his school. "During the first year we were involved," John remembers, "there was more emphasis. Everybody was well aware of it and now I think they just do it more automatically, but I think that a lot of the things we probably forced them into the first year--if that's a good word to use--they now just do as a matter of course." In the beginning, John required that his teachers report every two or three months on what they were doing in the World of Work area. Many were helping develop and field-test curriculum, and in-service training was also keeping the focus on career education. While reports are no longer required, there's plenty going on.

"I think the most vital part," John states, "is to be able to interest the students in career education...thinking about their futures, the World of Work and jobs that are available, and making them generally aware of the scope of the career market. The way we do it here now is by introducing them to filmstrips and printed materials and having a number of resource persons come into the classrooms to talk with students about their work." An example is the program sponsored by the local police department. Officers visit schools for a brief session each day to lead discussion about how the department works and why, present a slide show and conduct role-playing of typical police situations. To cap the program, students spend half a day riding in a police cruiser to see just what goes on. For the Bismarck Police Department, it's a chance to improve the relationship it has with kids by showing that policemen are community workers as well as authority figures.

Activity Guides are available at the secondary level by subject area--math, science, English, social studies, home economics, art, business, industrial arts, physical education. Again, some teachers use them consistently while others choose not to, or to substitute their own ideas. Dick Thorne, a former Hughes counselor, had a real gift for involving students. He kept the school's bulletin boards bristling with career information and helped put together Vocational Education Week, a special time set aside so students could talk about jobs with parents and people in the community.

Another effective teacher, one who's shown real initiative, has transformed her civics class into a course called Present Day Living (PDL to students). A one-semester offering for eighth-graders, PDL requires kids to identify topics they want to learn more about, and in the process, they usually learn a lot about the working world. Research groups are set up and students use the school library and any community resource they can find to collect data. Each group then makes a presentation to the rest of the class in a seminar format, using tapes, records, film, whatever lends itself to the topic, and the class offers a critique of their work. Recent subjects have included crime, child abuse, inflation, labor, welfare, housing, the individual,

jobs, and personality. A study on poisons saw students combing the library, interviewing the school nurse, and then fanning out into the city to talk with hospital personnel, pharmacists, police and fire departments.

The Summer Guidance Program was started during the second year of the Exemplary Project and has been continued intact by the Bismarck schools. Shortly before leaving junior high, all students are given the General Aptitude Battery Test and the Kuder Occupational Interest Survey. Counselors make appointments for parents to come in with their children to discuss the test results and the kinds of courses the student may want to consider for high school. "For the most part," says Larry Selland, "these conferences are the first time parents have ever become involved in the school, and for some it was the first time that they'd ever thought about the child's future. Of all the people who shouldn't be working on a nine or ten-month contract, it's counselors. They should be working year round, and that's what we have here, three counselors working year round." Because counselors have been diligent about accommodating parent schedules and conducting follow-up, the program has involved at least one parent in 90 per cent of the student families it's aimed at.

As a result, guidance counselors were seen in a new light—as people who wanted to help, rather than authorities to deal with when a student had behavioral or academic problems. This initial, friendly contact with the school system helped many youngsters with the difficult transition from a smaller school to Bismarck's single 2,000-student senior high. Parents were relieved, staff feel, that their children would know at least one person in the new school, and the program's documentation of parent contact was a strong factor in the school board's continuation of the effort when the Exemplary Project was phased out.

At the Senior High Level

Bismarck High School has a number of traditional vocational education programs which pre-dated the Exemplary Project and are still in effect—industrial arts, home economics, distributive education, a co-op program providing work experience with local businesses and a new Vocational Education Center nearby where students can spend part of the school day in specialized job-skill training.

The Exemplary Project's main contribution at the high-school level has been in upgraded guidance services. The Career Resource Room operated by Jerry Beck was carried over from the original Project. It's literally crammed with displays of career literature on jobs, industries, colleges and employment opportunities. There are also college catalogs and reference materials, and all of it's cataloged through a master card file. There's also a micro-fiche machine programmed with FOCUS (Furthering Occupational and Career Understanding for Students)—more than 90 cards listing jobs, their requirements, and technical schools and colleges in North Dakota. All job listings call for at least two years of education beyond high school.

Students can browse through these materials whenever they choose, and Jerry and the school's three guidance counselors are always available to help them begin planning for the future. During the year, Jerry makes the rounds of all classrooms to alert students to this service.

One of Jerry's innovations for the senior class is called "making an application for graduation." Counselors do not automatically schedule talks with seniors, but encourage the students to come to them by visiting each class and discussing the hurdles seniors will be facing--finances, applications, planning, career choices. Students are encouraged to "make an application" to come in and talk, and more than 90 per cent have responded to this approach.

The Project's Career Development Institute has also been continued. Designed originally for youngsters with no exposure to vocational courses and no clear idea of what they wanted to do, the five-week summer program includes 11th and 12th grade students. Held at the North Dakota State School of Science, the Institute offers hands-on experience in a variety of Career Clusters including electronics, small engine repair, law enforcement, graphic arts, computer programming, auto mechanics, and so on. Evaluation by parents and students indicated that they felt the Institute helped them identify interests and plan for future work. During the first two years of the Institute, young women said they wanted more fields available to them at the Institute. Now, more than 50 per cent of the enrollees each summer are women, many of them exploring traditionally male-dominated fields.

A Day on the Job, jointly coordinated by Jerry Beck and Dennis Trom, is a career exploration opportunity offered by the school's counselors. Not a training program, it's a way for students to spend a day with a skilled laborer or in a business setting to see what the occupation really consists of. Students have "shadowed" workers in machine shops, government offices, banks, industrial plants and service occupations throughout Bismarck. By the same token, workers are brought into the classroom to discuss their jobs; recently, Northwest Orient flew in a 747 pilot and stewardess from Minneapolis to talk about aviation.

Individual teachers have developed some excellent programs. For junior and seniors, the English Department offers journalism, creative writing, and a course taught by Dennis Trom called Vocational English. Expanded from 17 students to more than 200 at the present, the course is all about getting and keeping a job and features interest and aptitude appraisals, simulated job interviews and applications, and practical considerations such as how to get a social security card. Students also deal with appearance and personality, economics and budgeting, and to finish the course must write and present a paper derived from an interview with someone in their field of interest.

Jack Moreland teaches advanced biology and has instituted an intriguing "farm out" program. Students decide what they'd like to try and work for 15 hours a week in jobs related to biology. Typical

placements are with the state's Fish and Game or Health Department, an alcoholic rehabilitation center, an archaeological museum, a medical center, or a local veterinarian. This real-life experience, says Jack, could save a student from wasting several years of college to prepare for work he or she may not really want to do.

Social Science teacher Rudy Steidl developed an economics unit that was adopted by the Project and broadened for several disciplines. Because his students hadn't really thought about career choices, Rudy had each of them research three occupations. They started with what kind of training was needed and moved on to monthly and yearly salaries, taxes and take-home pay, and finally a monthly budget based on the practical realities of working life.

What the Exemplary Project Learned in Bismarck

By a trial-and-error process, the Exemplary Project staff have learned some valuable lessons which they're using as they take the career development concept state-wide. Good orientation is essential, and this means bringing together everyone who'll be involved from the very beginning. In Bismarck, orientation was done with groups of administrators and select groups of teachers and some people felt left out.

"You've got to create this understanding," says Larry Selland. "First they think, 'Jeez, here comes something else now--we're supposed to teach reading and writing, how can I do it?', so you've got to clear that up. We like to have them all together in this orientation so they all understand they have a role to play. I think you can help create this feeling that every one of them is important. You know, when Sputnik came out, there was a lot of emphasis on science, so everything was science and math in the schools. Then reading, so we hired reading specialists and everybody talked about reading. And vocational ed came along and we were concerned with vocational programs. But now here comes career ed, and it involves everybody. And we've really seen this as a plus. In some systems it's the first time elementary and secondary teachers have met together in the same session."

The Project's strategy of involving groups of teachers from many schools rather than concentrating on only one site was seen as a benefit. Says Larry, "We could've had one school with everybody doing something, which would've been easier for us, but as it was we had a few from every school, and they became kind of models out there."

In designing plans for training teachers, for organizing curriculum development, and for performing the project evaluation that was a requirement of funding, staff and teachers wrestled with the difficulty of translating general career education goals into practice. Teachers were impatient with abstract theories about career education brought in by consultants in early training sessions. Staff believed that it was necessary to devise behavioral objectives to guide curriculum development and to measure student's attainment of goals (developed by project staff). Teachers, however, found behavioral objectives awkward and difficult to devise and consequently resisted the notion of trying to measure their student's progress by these objectives. Staff therefore realized that teachers needed much more preparation to adopt the formalized planning which is required in using behavioral objectives. They concluded that practical workshops dealing with specific materials were much more effective in changing teaching styles than were requirements for detailed lesson plans.

Plans for the in-house project evaluation changed as a result of their conclusions. Rather than evaluate the program by measuring objectives for students, staff shifted to individual and group interviews with teachers, counselors and students. They also observed career education activities as they occured in the classroom and on field trips.

By the third years of the project, the staff's evaluation showed that teache were increasingly positive about the project, perhaps as a result of having developed and used detailed activities. Teachers, however, varied in frequency of using those activitives in the classroom. Teachers who continued to be most interested were often those who had been most involved in the development workshops, one reason that staff now believe more teachers should have been include in that process. Counselors who initially saw the project as a curriculum effort shifted toward more career-oriented counseling partly as a result of improvements in the work experience programs and provisions of summer guidance sessions.

Rather than try to measure long range changes in student attitudes toward life goals and work, the staff concentrated on evaluating awareness of career activities and information. Although not all students were aware of a concentrated career education project in the schools, the evaluation showed that they were increasingly aware of career-related activities as part of their regular school experience. Larry Selland feels that long range attitudinal change is difficult and frustrating to measure. "So many of the things we're doing for little Johnny in the third grade, the total impact of that experience might not be felt until he's 18 or 19."

According to staff, good administrative coordination is important to prevent overlapping, and so is interdisciplinary or interdepartmental planning. "If you don't have it," Larry points out, "you end up with repetition, you end up with people not knowing what they should or should not do, you find the student doing the same things in the fourth grade that he did in the second grade. That's a problem in a lot of the schools we work with."

Really involving teachers is a problem every career education program faces. "We can talk until we're blue in the face, but until the teacher says, 'Hey, this is important, I'm going to see that it's incorporated one way or another' you're wasting your time," says Larry. Current plans for stimulating teacher participation across the state are based on lessons learned from teacher training experiences for the Exemplary Project. One aspect of the Project's in-service training was workshops where teachers went out and shadowed workers on the job for a day; staff feel this should be a training opportunity for teachers just learning about career education. The State Board for Vocational Education is currently trying to fund a program to allow academic teachers--not only vocational teachers--to experience this. It would mean, for instance, that a social studies teacher could spend some time in city government.

Another way to get the message across to teachers is in pre-service training. Bob and Mike teach extension classes offered through North Dakota State University in career education, and their colleagues work closely with schools of education. As a result, student teachers at several schools are now required to work career education activities into their practice teaching. By reaching teachers at this stage, staff feel, the need for intensive in-service training will eventually diminish.

Staff also found that putting concrete materials into teachers' hands at the very beginning does much of their work for them. Mini-grants funded through Part D of the Vocational Education Act are now being used to help other school districts buy resource materials and conduct in-service training. Some 32 districts are currently taking advantage of this funding, ranging from $2000 to $6000 for each school system, and these funds also help pay Bismarck teachers who serve as demonstrators at schools in-service sessions.

The Exemplary Project in Bismarck was a mutually beneficial arrangement both for the State Board for Vocational Education and for Bismarck School District No. 1. The district emerged from the three-year experiment with a package of materials and programs and a nucleus of knowledgeable and committed teachers. Larry Selland and his staff got the experience and insights they needed to begin taking career education into the elementary and secondary schools of North Dakota.

Community Experiences
for Career Education $(CE)_2$

Tigard, Oregon

Principal Authors: Kathryn D. Hewett
Jane Cohen

IN BRIEF

Community Experiences for Career Education $(CE)_2$
11850 S.W. King James Place
Tigard, Oregon 97223

Jerry Beier, Project Director

In conjunction with:

Northwest Regional Education Laboratory (NWREL)
740 S.W. Second Avenue
Portland, Oregon 97284
Career Education Program
Rex Hagans, Director

Originated in September 1972

$(CE)_2$ is an alternative high school, one of four experimental Experience-Based Career Education programs funded by the National Institute of Education. $(CE)_2$ is operated by a non-profit corporation under subcontract with the Northwest Regional Educational Laboratory in Portland, Oregon. $(CE)_2$ staff is responsible for the design, development and operation of the program; the Northwest Regional Educational Laboratory is responsible for evaluation and dissemination of the $(CE)_2$ concept and materials.

$(CE)_2$ Staff:

Project Director
Student Coordinator
Learning Managers (2)
Learning Resource Specialist
Employee Relations Specialists (2)

Employer-Instructor at approximately 125 employer sites where students spend short-term placements.

Students: yearly enrollment is 60 students, mostly white

Funds: This Experience Based Career Education program is funded by the National Institute of Education, Office of Career Education.

Annual operating budget for program development, evaluation and dissemination by Northwest Regional Educational Laboratory	$ 700,000
Annual operating budget for the Community Experiences for Career Education, Inc. $(CE)_2$ for staff salaries, facilities, materials and transportation, and design/development activities	$ 274,000
Annual operating budget for $(CE)_2$ and NWREL (1973 - 1974) approximately	$1,000,000

Features of the Project:

- experience-based curriculum of Life Skills, Basic Skills and Career Development
- student chooses various employer sites for different kinds of learning
- employer instructors and community people evaluate and certify student's performance on many tasks

The Community and Experience-Based Career Education

Tigard, Oregon is a middle-class, predominantly white suburb of Portland with a population of 9,500. The public high school in Tigard cooperates with the $(CE)_2$ program, particularly in helping recruit students. Decisions and policies for the $(CE)_2$ project are made by its governing Board of Directors, composed of employers, parents, students, public school representatives and union representatives.

For a school that's been misunderstood to be "one of those on-the-job training things", and "a dropout program," Community Experiences for Career Education [(CE)$_2$] has some vociferous supporters in its home community of Tigard, Oregon, just south of Portland. Now in its third year as a comprehensive secondary education alternative, the (CE)$_2$ experiment in community-based career education seems to have won the confidence of employers, parents, and students as well. Listen to one parent: "I'm impressed with the whole thing, and you know, it's funny. I never vote for bond issues -- they're kind of my little sore spot--but if this ever came up in a bond issue to include it in the high school, which it probably will be because this is the last year for it, I'll vote for it wholeheartedly. I know in my own heart if my daughter hadn't got into (CE)$_2$ that she would have dropped out of school and there would have been nothing I could've done. You can't bodily take them to school, you can't make them learn if they don't want to learn. So this to be is really something great. The staff's devotion and work with this bunch of kids is really something. I could go on for hours..."

(CE)$_2$ is an alternative to traditional high school for junior and senior-level students. It teaches basic skills (the three R's) and life skills (Personal/Social Development, Functional Citizenship, Critical Thinking, Creative Development, Science and Competences); it also uses exposure to, and experience with, the world of work as the organizing focus and business people as designers of learning experiences. But (CE)$_2$ is more than the learning experiences it provides. What's unique is the way it provides its help, in an intimate, businesslike setting where students call staff by their first names and are responsible for their own individual programs and schedules.

Housed in a single-story office complex built around a central courtyard, (CE)$_2$ resembles a business more than a school. The building is called the Learning Center, and while it's the focus of each student's activities, youngsters spend fully two-thirds of their time away from the Center at community sites. The Center is used by the seven professional staff and sixty students for individual and group meetings, research, writing projects, seminars, as well as socializing, and consists of offices (often used by students as well as staff), a study area, a lounge, a kitchen,

a computer terminal room, and a conference area. There are no teachers, in the traditional sense, and no classrooms. Some students are college-bound, some will go on to specialized training, and others are considering moving directly into the work force. All of them, however, are having to learn how to learn, because at (CI)$_2$ the process of self-directed learning is as important as any educational product.

For many staff and students, (CI)$_2$ is also a community. Staff know all students by name and seem to care very much about where they're going in life. Students help each other and regard the staff as "together" people who believe in them even when the students don't believe in themselves. Says Project Director Jerry Beier, "We're picturing ourselves as an alternative and relieving ourselves of the pressure that we can be all things to all people. There's a good argument about whether education should be or is an emotional treatment. Education has its limits. Our business is to provide rich community resources for learning, and if a student doesn't want to use community resources for learning, then he's in the wrong business here. That'd be like going to the supermarket to get your shoes fixed. Some come because it seems nice, some because they're having academic troubles with the four-walled traditional high school; and some because they want a real alternative, a challenge.

Many students choose (CI)$_2$ not because they're in trouble but because they want what it has to offer; the program has had to change the community's ideas about job-related education through this career-education program. With more than 100 employers now cooperating and a growing group of community members who serve as competency certifiers, the word is beginning to circulate. For Sandy Kannenberg, Student Coordinator, there are mutual benefits to (CI)$_2$'s program: "Some people ask the question, 'How realistic is the experience you provide kids? Things are pretty democratic here but they aren't democratic out there and you don't call bosses by their first names or have the same level of community feelings.' Our answer is that we try to get kids to a certain level where they can interact with adults and are not afraid to, but we also have a greater effect on retraining employers so they can see how to deal with their employees." A parent who's also on the Board of Directors agrees: "It gives employers a better idea of what kids are actually like. It's got to be on a one-to-one basis."

Where $(CE)_2$ Came From

$(CE)_2$ is one of four experimental EBCE (Experience-Based Career Education) programs funded by the National Institute of Education. The others are located in Charleston, West Virginia; Oakland, California; and Philadelphia, Pennsylvania. Each pilot project is testing the assumption that for some high school students, working with adults in real-life community settings can be more beneficial for both academic and career needs than traditional secondary school programs. At all four sites, the basic set-up is the same, with Learning Centers, specialized staff, and highly individual programs. Local school districts help identify and recruit students, allow some use of school facilities and courses, and confer regular diplomas to graduates.

The National Institute of Education funds $(CE)_2$ through Northwest Regional Educational Laboratory (NWREL), which is responsible for development, evaluation, and —ultimately— dissemination of the project's materials and systems. Community Experiences for Career Education, Inc., is a non-profit subcontractor which operates and designs the program. During 1971 NWREL and four other EBCE sites conducted feasibility studies for these projects with grants from the Office of Education. $(CE)_2$ and other EBCE projects were transferred to NIE when they became operational. NWREL receives $700,000 annually and the project is allotted $274,000 each year for salaries and operating expenses. It has been refunded each year for three years. The major part of project design is now over; while $(CE)_2$ continues to refine materials and procedures, NWREL is presently concentrating on costing out each project element with an eye to dissemination. "We have some things to learn about how districts will install it," says Dr. Rex Hagans, Director of NWREL's Career Education division, "about how well it works when installed in a non-pilot setting, and what it costs. We know a good deal about what we can do instructionally, but not yet about costs."

$(CE)_2$, as a non-profit corporation, was set up in as businesslike a fashion as possible. Says Jerry Belar, Project Director and Executive Secretary of the school's Board of Directors, of his dual business-education role, "It's important because when we started this thing, NIE said, 'You are to explore the impact that business practices and the values of the private economic sector can have on education.' Now, we couldn't operate

just like a school--schools are set up for tremendously large target populations. But if we'd behaved just like a business, we might have overlooked the human services necessary to deal with young people. So we've worked hard at trying to get some blend of that." An example of this kind of dual role was Beier's practical approach to staff hiring and salaries. Because he hopes the Tigard Board of Education will take over the program, (some) of $(CE)_2$'s staff are paid what their counterparts at the high school earn. "We anticipated being taken over by Tigard School District, so we wanted to make sure we struck agreements with staff that Tigard could live with", Beier explains. In addition, for every program suggestion or alteration, staff are asked to consider the cost effectiveness of the proposed change.

$(CE)_2$'s Board of Directors, a legal entity, is not merely a token body. It includes six employers (all of whom must be offering work sites for students), three members of organized labor, a student member, one parent, a school district representative, and a community representative. The manager, Georgia-Pacific, Gypsum Division, Experimental Laboratory, Bill Lehnert, is a board member. He helped work out the guidelines and feels $(CE)_2$ is a step in the right direction for education: "Most employers think education is too theoretical...I support career education because it gives students opportunities to see and understand more about what they want. We get so many people here who have been through four years of high school and four years of college and have never really tried anything. They come expecting to learn what they want from the job experience and many are disappointed. By being on the board I get to have a voice about decisions.

Challenges and Developments at $(CE)_2$

Before $(CE)_2$ opened in the fall of 1972, NWREL spent three months planning the overall program and meterials, organizing the evaluation and documentation plans, and trying to find qualified staff for the program itself. $(CE)_2$'s first year was a challenge to the new program staff's dual charge: design this alternative school and make it work. The first student body consisted of 25 juniors and seniors recruited from Tigard High School. Because the staff wanted a diverse student body and accepted a few students who were in academic trouble, some regular teachers and community people jumped to the conclusion that $(CE)_2$ was a "drop-out" program, with negative connotations.

"When you talk about educational innovations," says Director Jerry Beier, "you say 'Here's what it's going to do better with kids." But people sometimes translate that as 'Here we're going to have a problem-free environment.' Of course, that's not true; we're swapping one set of advantages and problems for another, but we think the problems are exciting."

Problems during this first critical year were more issues to be resolved and arrangements to be developed, than things gone wrong. But there was plenty to be done.

During the summer, the Laboratory had put together a planning group of community employers and school district people. A large, and therefore unwieldy, planning group. It nonetheless began to establish a network of credibility and cooperation among other employers that was to be valuable to program staff.

With the groundwork done by the planning group, employer support in providing learning sites and instructors proved easier to recruit than anyone anticipated. But no one knew exactly what they wanted from employers or how it should be defined. Staff wanted employers to be important policymakers and designers of the program as Board of Directors' members, but business people designing secondary education was a new idea too. Some union representatives were wary of $(CE)_2$ plans, anticipating that students would take work away from union members. Complicated arrangements were required for obtaining insurance for students, for making agreements concerning learning responsibilities of employers and $(CE)_2$ students, for transportation and student coordination from Learning Center to site.

By the end of the first year many of these arrangements had been ironed out: an 11 member Board of Directors was busy defining policy and procedures concerning employer site learning; employers were providing learning experiences for students, and the program was attracting more college-bound students and those interested in alternative education.

In the second year, the program organized more concisely its requirements for students. Learning experiences were slotted into categories: basic skills, life skills and career development. This organization seemed to help clarify the program's expectations for students. A third refinement period came in the summer of the second year when staff developed an accountability procedure and a system of zone planning to help students complete learning goals on time. In 1974, $(CE)_2$ had graduated 24 students, some of whom are in college, some in specialized training, and others who are working on-the-job at area businesses or industries.

Behind these capsuled developments are interesting details, but discussion of these developments will be more clear with an understanding of how the program works and what students actually do at $(CE)_2$.

How $(CE)_2$ Works

- Recruitment and Testing

In the spring, $(CE)_2$ staff recruit students through a seminar and slide presentation for all Tigard High sophomores and juniors. Interested youngsters talk the program over with parents and, if they get permission, apply. With a limited number of openings, students are chosen at random, with one in five accepted. While the teenager is given a short orientation to the program, he or she is also assessed by the student coordinators so an individualized program can be drawn up. Staff check academic records, administer tests (the Comprehensive Test of Basic Skills) and talk with the individual to gauge personal interests and aptitudes. A psycho-social maturity test, the Career Maturity Inventory, is given. Orientation and assessment usually take place in mid-August so that while students are beginning to think about their plans for $(CE)_2$, staff are planning how to help each new student.

Test results are given to one of the program's two Learning Managers, people responsible for helping each student design a realistic and rewarding program. Before it can be put into operation, each program must be approved by a parent. To graduate, all students must be proficient in Basic Skills, have completed projects in several areas called life skills, and must have

completed a Career Development program of work and learning at employers' sites in the community.

The $(CE)_2$ curriculum is broken down into these three sections:

BASIC SKILLS	CAREER DEVELOPMENT	LIFE SKILLS
• Reading	• General and Specific Career Skills	• Personal/Social Development
• Mathematics	• Matching Self with Career Opportunities	• Functional Citizenship
• Communications	• Information about Self and the World of Work	• Critical Thinking
	• Lifetime Career Development	• Creative Development
		• Science
		• The Competencies

- Basic Skills

The program breaks Basic Skills into fundamental skills and applied skills. If testing reveals that a student can use help with one or more basic skills, $(CE)_2$ Learning Managers will arrange for individual learning materials, tutorial help or, in a few cases, will negotiate with Tigard High to have the student attend regular classes until the basics are mastered. If students have the skills they need, they'll keep polishing those skills through special projects in the Life Skills area and their activities at area work sites. For instance, a young woman placed with Allstate Insurance found her math skills insufficient for taking insurance claims over the phone. With her Learning Manager, she arranged to use other individualized study materials while she continued at the site and her math improved. For additional help, $(CE)_2$'s Learning Resource Specialist, Dick Sagara, is on duty all day to help students take advantage of the Center's collection of texts, tapes, audiovisual equipment and career materials. If the Center doesn't have it, Dick knows where it can be found.

"We don't separate basic skills from other aspects of the program," Dick explains. "I haven't met a student yet who isn't honest about facing where they are in developing basic skills. The whole idea is not to have kids work on things they already do well, but we do provide a guide for planning basic skill acquisition. We use basic skills materials for on-site

learning. Being community-based, we have to do things different from the way a school might do it. The focus here at $(CE)_2$ is to get kids to talk to people -- they're the resources, not just books and materials."

- Life Skills

Activities related to the five Life Skills allow students to express their own ideas and feelings. Director Jerry Beier says, "Kids can explore questions of personal meaning like 'Who am I?' While kids are really getting to extend themselves as people, at the same time we're bringing them into and keeping them in touch with the practicalities of living in this society." Each year, students must complete 10 projects in the Life Skills constellation, two in each category--Personal/Social Development; Critical Thinking; Creative Development; Science; and Functional Citizenship. One project for each area is prepackaged because, says Learning Manager Hal Stoltz, "we found that if all of the projects were totally individualized, some objectives could be overlooked. So we decided to write preparatory projects to introduce students to each Life Skills area and incorporate our objectives, but we let kids decide how they're to be done. The second project in each area is the student's own."

For a science project, for example, a student who wanted to build a terrarium found she had to do considerable research. She read several books and magazines, talked to nursery employees, and prepared a written report in the course of this project. For creative development, she learned candlemaking, and for personal management, she learned about the tax structure. All projects require research and are negotiated with the individual's Learning Manager with help from the Learning Resource Specialist. Communications and math skills are used in almost every endeavor, and each student keeps a journal of his or her weekly experiences, progress, and feelings. The journal goes to the Learning Manager (or whichever other staff member the student feels most rapport with); staff respond to these journal entries in writing each week.

Learning Manager Hal Stoltz enjoys an exercise he does with each student who's completed a creative development project. He and the teenager sit down and theorize about what it would take to produce enough of the item made (projects are usually simple products) for the student to make a living. This kind of analysis requires practical assessment of the possibilities of mass production, supplies, marketing, and economics. "It's really exciting to see kids turn on to these ideas," Stoltz feels.

Another aspect of the Life Skills study is the school's requirement that all students complete all 13 of $(CE)_2$'s Competencies, whether they'll be with the program one year or two. Originally the school required all 13 Competencies of juniors and only 7 from seniors but the Board of Directors changed the policy this year. If these Competencies are important enough to be requirements, all students should have them, they maintained, whether they spend one or two years at $(CE)_2$. The Competencies are really survival skills, things people need to be able to handle in the world outside the school, and were developed by staff, parents, employers, and other educators.

Competency	Certifier (examples)
• Transact Business on a Credit Basis	Local Bank Official
• Maintain a Checking Account in Good Order	Local Bank Official
• Provide Adequate Insurance for Self, Family and Possessions	Insurance Agent
• File State and Federal Income Taxes	State and Federal Tax Employees
• Budget Time and Money Effectively	Home Economist
• Maintain the Best Physical Health and Make Appropriate Use of Leisure Time	Physical Therapist
• Participate in the Electoral Process.	City Recorder
• Respond Appropriately to Fire, Police and Physical Health Emergencies	Fire Prevention Officer, Police Officer
• Understand the Basic Structure and Function of Local, State and Federal Government	Local Government Representatives, Judge, Lobbyist
• Explain Own Legal Rights and Responsibilities	Attorney
• Make Appropriate Use of Public Agencies	County Clerk
• Make Application for Employment and Successfully Hold a Job	Employer with Whom Student is Working
• Operate and Maintain an Automobile	Driver Instructor, Policeman, Mechanic

Students meet with the Learning Resource Specialist to schedule their competency preparation and pinpoint target dates for completion. Certifiers are community members who cooperate with the program by holding seminars at their places of business or at the Center to teach students the fundamentals in their fields, and then test each student to be sure he or she understands

the salient points. A couple of competencies, such as a driver's license and preparation of tax forms, require parental permission or must be done in simulated form. Students must arrange their own schedules and make their own appointments with certifiers for teaching and testing. "When I first heard about it," one student told us, "I thought, 'Well, it's a bunch of malarkey, man.' But it is basically what you need. And you really have to get in there and work to pass. Those guys (the certifiers) won't just pass you--they make sure you know it."

- Career Development

Throughout the student's term at $(CE)_2$ a major focus is on career exploration and work experience. During the initial weeks after orientation when students and Learning Managers are designing initial learning experiences, they map out a program in the area called career development. This phase can include four levels of experience at employer sites. Any student may participate in all four levels, but all students must complete requirements in the first two: Exploration Level and the Learning Level.

In planning for career development experiences, the student determines kinds of jobs he wants to explore by talking with staff and using the Center's materials. The Learning Resource Specialist has several aids to offer in this process, notably Exploration Packages Prepared by other students in their visits to area firms and a computer network called the Career Information System with an on-line terminal at the center. Students punch in requests for career information and receive printouts in areas of interest.

In light of this information, the student must choose five different work sites to explore for between three and five days apiece. This Exploration Level experience is coordinated by the Learning Manager and the Employer Relations Specialist (ERS), who oversees work site placements, is liaison between business and the Center, and helps each student get the most out of the exploration. At each site, an adult is designated as an employer-instructor whose job it is to show $(CE)_2$ students the firm's work stations, answer any questions, and detail the skills and attitudes required for each position. The Exploration Level is merely observation for the student, a general look at the activities involved. For each site visited, the student completes his or her own Exploration Package to demonstrate understanding of the bus-

iness or industry. These packages, often containing captioned photographs, tape interviews, and narrative descriptions, are submitted to the Employer Relations Specialist for credit and then made available to incoming students to help with their exploration choices.

A second step, one that occupies up to two-thirds of the student's time during the year, is the Learning Level. Each Learning Level can take from three weeks to three months and must be preceded by an Exploration Level experience. More than observation but less than job training, the Learning Level offers the student a chance to zero in on the experiences associated with a particular job he or she finds interesting. At the same time, the student, with help from the employer-instructor, completes one of the 10 required projects for the year. When businesses are recruited for the program, the Employer Relations Specialist meets with the designated employer-instructor and completes a Learning Site Analysis form, a guide to all the skills, attitudes, materials and procedures followed at the site. A student who has chosen a particular site meets with his Learning Manager and the two of them negotiate a project using the Site Analysis as an indicator of possible experiences. Basic skills are woven into the proposed project, which the Employer Relations Specialist then takes to the employer-instructor for review. When everyone's satisfied that the project is sound and the objectives are attainable, the student begins working on project activities at the site.

The Learning Level offers wide latitude for different student interests, and for changes in interest. Projects can be renegotiated if they prove too demanding; and for students who are particularly interested in a skill, special arrangements for learning can be made. Employer Relations Specialist, Duncan Hunter, recalls one young man who became so fascinated with dentistry while on a Learning Level that he was allowed to practice filling teeth that had already been extracted.

To complete a Learning Level, students must attend weekly employer seminars held at the Center. In these sessions, employers talk about specific issues in the larger world of work. Topics this year included job application procedures, job discrimination, and the work ethic.

For students who become deeply interested in a job, there's another kind of involvement known as the Skill Building Level, a kind of pre-apprenticeship hands-on training to give the youngster entry-level skills. Again, supervision and teaching are handled by the employer-instructor, but projects will be more specifically task-oriented and the student may enroll in a company's own training program. One young woman discovered her talents with wood at Sun Music, a firm that makes amps, mixers and speakers for musicians. She learned the basics of designing speaker cabinets and became proficient with a variety of industrial power tools.

A fourth option is a special placement, which is not skill-oriented but uses community businesses or agencies as research sites for students. For example, one group of students working on a science area became interested in environmental impact studies. They visited three or four business sites to compare how different organizations approached the studies. Another small group studied the effects of the oil shortage on local economy by talking to many local business people.

Staff point out that many students are nervous about making appointments and talking with adults at first, but may come to view the workers they meet as members of the Center's community. Many come to feel secure on employer site as well. Says Dick Sagara, "I've seen some kids really get interested in job sites. At Metro West Ambulance, one of our graduates is now an employer-instructor working with this year's students interested in this career area."

How It All Fits Together

- Planning

The programs' present organization into basic skills, life skills, and career development, along with the accountability procedures and zone planning system have been developed over the last three years to help students structure learning and complete it successfully. Although students are responsible for designing their own projects, they have plenty of help making individual plans for the year. In addition to the human resources for help in planning, students depend on materials which lay out the

Requirement for Typical Zone 1 From $(CE)_2$ Student Handbook

With Learning Manager

Initiate first meeting
Begin first project in Critical Thinking
Begin first project in Personal Special Development
Complete first project in Critical Thinking
Evaluate project with Learning Manager
Begin weekly journal
Plan for next zone activities

With Employer Relations Specialist

Initiate meetings with ERS
Make exploration choices
Go on exploration/learning level
Meet with ERS to evaluate first exploration
Turn in weekly time slips
Complete and turn in first exploration package

With Resource Specialist

Initiate first meeting with RS
Complete orientation in locating materials and resources
Orientation to competencies
Begin first compentency
Establish competency target dates

Other Activities with Help of Student Coordinator

Orientation
Weekly meetings at program
Employer Seminars

[1]Zone 1 usually lasts from three to four weeks

program's requirements. Initial planning begins with one-to-one student/staff meetings. Materials like the Student Handbook help students remember what's expected during the year, and who should help among staff.[1] The Handbook includes a sample list of activities for the first planning zone, along with expectations for student behavior, puntuality, amount of work, and measures of accountability.

To graduate from $(CE)_2$ students must have completed all 13 competencies; 10 projects in the life skills area per year; five exploration levels per year, and they must spend two-thirds of their time in the community on learning levels each program year. Basic skills must be satisfactory as well.

- Coordination and Counseling

At every step of the learning process, program staff, employer instructors, and competence certifiers supervise student's progress, report to the student and to each other. Employer instructors certify skills learned and confirm hours spent at the site on a regular basis; when a student leaves the placement, instructors sit in on a final evaluation conference with the Employer Relations Specialist. Students are responsible for arranging the certification of competencies, but program staff make sure that they too keep in touch with certifiers to anticipate problems or refine procedures.

Transportation to and from learning sites or certifiers or other special projects must be arranged by students, but Student Coordinator helps if necessary. A driver is a regular employee of the Center; although she is paid on an hourly basis only, she usually puts in a 40-hour week driving the Center's 12 passenger van to provide transportation. Students must request the services of the van a full day before they are to use it. They are reimbursed for the expenses of travel on a sliding scale which encourages use of public transportation or car pooling for those who own cars; students may partially fulfill requirements for physical fitness by choosing transportation like bicycling or walking.

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[1] A simplified list of suggested steps in Zone 1 are summarized from the Student Handbook on the preceding page.

Information sharing and cooperation among staff in this program is unusually intense. Sandra Kannenberg is the focus of much of this activity as $(CE)_2$'s Student Coordinator. Sandy, whose background is in guidance and special education sees students individually and in group sessions. She also coordinates student programs. Says Learning Manager, Hal Stoltz, "Never does a week go by that the entire staff doesn't sit down and talk about every student." The program staff, to make sure they are up to date on each student follow a plan to discuss 15 students each week. Discussion is detailed and an informal assessment is made of each student's progress, but coordination at the program for each student often means daily contact among staff. At $(CE)_2$ specialists truly work as a team, and they strive to make youngsters feel they're members of the team too. A weekly meeting of all students is required; some weeks it is an Employer Seminar; other weeks the meeting is for general information sharing and "housekeeping" topics. Issues concerning the operation of the Center, like noise in the central lounge are handled democratically, with student responsibility for problem-solving.

Being part of the team for students means being responsible individually as well as in a group. Says Sandy, "If the student wants to do something, we throw it back on their shoulders. We say, 'Do you think you have the time to do it?' We always make students aware that they're responsible for their own decisions. Sometimes we have to use the pat-on-the-back, kick-in-the-rear method." Dick Sagara agrees: "Some kids we push and push," he muses, "and they don't move much. Others we barely touch and they make monumental strides. With a program like this, it seems very easy for some students to work into the corners -- that's my terminology -- and play different areas of the program off at hard times. At the same time it isn't easy for a student to do that because we're constantly checking on kids' progress and finding out what each of us can do to help."

Parents are consulted and kept informed of their students' progress throughout their careers at the Center. Parents must approve the initial application for $(CE)_2$ and come to the Center to discuss testing results and the individual program worked out between Learning Manager and student.

Throughout the year, staff keep mothers and fathers informed of progress at individual conferences with Sandy and other staff and at special social functions. "It's more like a private school," one parent explained, citing family-staff get-togethers at a local park and Center sessions to explain the fact that "I can communicate with them whenever I feel there's a problem. I can pick up the phone and get someone on the line immediately. I don't have to call back three weeks later."

- Zones and Accountability

Under (CE)$_2$'s year-round contracts, staff spend summers helping refine the program and developing strategies to make it work better. The summer of 1974 they turned their full attention to the problem of helping students schedule and maintain the pace of learning for which they are responsible.

From the beginning, staff and students alike recognized the unusual degree of freedom and responsibility required of students in choosing learning projects, scheduling them, and arranging for certification. Early in the project staff developed and relied on what they later called an 'elaborate system' of paperwork to keep track of student progress. With staff responsible for many students at different learning levels and simultaneous design and coordination, records of student progress did not always get filled out completely or promptly moved from staff to staff. Inevitably some students ended up with too many projects to accomplish in the final weeks of the program. Two or three students had to work one summer to complete projects in order to graduate.

A student who observed the change toward more structure with the new planning zones remarked, "For the first six months, it was really too unstructured for me because I'd been used to -- for years and years -- 'You're going to do that at this time and this at this time.' Being an experiment, there were things the staff didn't really know either; they're just trying it. At the first they didn't put enough emphasis on the fact that there were things that you had to get done and there were deadlines to meet." The zone system initiated by the staff is a series of planning aids -- time frames within which student would accomplish a certain number of tasks.

As detailed in the Student handbook, the program designates eight zones each program year each lasting between three and eight weeks with a list of activities suggested for each time period. The student can make up his or her own schedule but the overall format helps keep people on the track and moving along.

An important detail is that the planning zones are closely tied with the program's accountability system to keep students aware that there are standards for performance. Expectations like "prompt attendance at competence seminars" are clear as part of accountability system. So are the range of consequences for not living up to commitments to the program. "Some students are reluctant to become adults." says Project Director Jerry Beier. "That's why we worked on accountability and zones. Zones set out time periods for students to plan within and accomplish things. If a kid goes through a zone and doesn't do a lick of work, we counsel them. If there's no work in the second zone, we do a day-by-day plan. By the third zone we meet with the student and a parent, and in the fourth we ask them to come in when staff are available for supervised work. We often counsel kids to go for their GEDs or to get full-time employment to find out what they want to do." If nothing works, the student must leave. Both students and staff are pleased with the structure provided by the zones, although some details concerning the use of them remain to be worked out.

- Staff

[redacted] is small — 60 students and 7 professional staff. The relatively low ratio of staff to students can be misleading to those thinking about adopting all or part of the program. In addition to working with students, staff have, from the very beginning, been responsible for other important aspects of the program. They have had responsibility for design, for development of forms, records, schedules and accountability; for recruiting and helping employers prepare for instruction to students; for working with parents. They also provide orientation and some introductory training to visitors interested in replicating the program and spend time

with other visitors who want to report on the program's progress. Finally, they work regularly with the NWREL staff to collect information for use in the program evaluation.

Despite these responsibilities, staff feel that they, like students, have chosen this alternative -- to do design work, run the program, and devote individual attention to students -- because they want to, a combination which one student referred to as the "together atmosphere" of the Center. Learning Manager Hal Stoltz formerly taught "regular" high school. "Here I can let the students see the real me," he says, "and I see a real opportunity to help integrate what a student needs to learn with things they can realize are valuable to them." Employer Relations Specialist Duncan Hunter puts it this way: "This is the first curriculum I've ever worked with that ties one area with another in a logical way." That informality of staff-student relationships and the warmth that characterizes them are important factors in this program. All staff are white, as is the student body; four of the staff are men and three are women.

Employers as Instructors and Policy-Makers

- As Instructors

More than 100 businesses are providing services to (CE)$_2$ at present, from flower, clothing and grocery stores to the United States Army, Allis-Chalmers, General Telephone and Tektronix, Incorporated. Most were recruited through personal contact by Employer Relations Specialists and many have been with the project since it began operation in 1970. A first step for the employer is the signing of a Letter of Intent stating his willingness to cooperate with the program; at the same time (CE)$_2$ absolves the firm of any liability in conjunction with the training to be offered. Company officials designate an employer-instructor with whom the (CE)$_2$ Employer Relations Specialist goes over the learning possibilities in a Site Analysis form which is filed for student and staff reference. (All participating companies and instructors are listed on a Center rolodex for students to browse through.) Each week an ERS visits each firm hosting a (CE)$_2$ student to check on progress and problems.

Most employer-instructors seem proud of the job they do with students and enjoy helping them learn. A nurse at Meridian Park Hospital in Tigard observed, "I learn something new with all of the students coming through." Several employer-instructors feel that it boosts the morale of other workers to been seen as teachers or examples; others felt they could use more preparation in learning just what to do with students.

Each participating company sends a representative to four training sessions a year where employer-instructors can get together with staff. New participants are given a thorough briefing of how the program works and how employers can help. A significant improvement in the package this year according to staff is a reduction in the amount of paperwork required of employers.

- As Policy-Makers

"Business people," says one of them who serves on the Board, "have to make a commitment to help make the program work. It means taking time, in some cases, that employers don't have, but if you think it's important you'll find time for it."

As instructors, business people may spend time each week for several weeks with students on site, but their commitment is usually to individual students. Employers on the Board or those who have developed an interest in the program often spend up to 20 hours a month regularly on (CE)$_2$ business. The 11-member Board (with 6 employers and 3 union representatives) meets once a month, but an Executive Committee of business people, (CE)$_2$ staff and a school district representative meet more frequently and informally. Early in the program, before Center's employer specialists really defined their jobs, planning committee members were instrumental in recruiting other employers for the program. Now, staff readily point out, the Board pretty much "calls the shots" and certainly knows what goes on at the Center. They approve major expenditures; they have helped to solve problems such as student insurance; they have helped to make the program acceptable to union membership; and last year, they changed a major requirement so that all students must fulfill all competencies for graduation.

One of the most important issues addressed by the staff and the Board concerned the students' experiences at employer sites: How much and what should instructors be expected to teach? Should students be paid or should instructors be paid? Would students be producing goods or services for the employer?

The productivity issue was a broad developmental problem anticipated by staff and planners of the entire experience-based education program. $(CE)_2$ staff and Board members had set up procedures to use by Employer Relations Specialists in recruiting and training employers as instructors. An agreement of cooperation was already being used which specified no pay for students or instructors. Staff and the Board decided to draft guidelines specifying the limits of productivity and setting forth more explicit criteria for student learning on site, on which the various levels of employer site work are based. At both the Exploration and Learning Levels, students explicitly must not be involved in producing any goods or services on site. The Skill Building Level will allow hands-on work under carefully specified conditions.

To insure a broad representation of business views on the Board, it was decided to expand union representation from one to three. Currently, members filling those three slots represent three levels of union organization: one is a chief lobbyist to the state for the AFL-CIO; another is on the County Central Labor Council; a third is a member of a local union organization. Although the Tigard area is not heavily unionized, these three representatives have done much to increase acceptance of $(CE)_2$ among unions. According to one staff member, the union representatives believe that unions should have input, just as businesses do, about how students learn about the working world; and that students must understand the role of unions in that world. Parents who were union members wanted their own children to know about their jobs and about their union and were responsible for increasing acceptance among some shops for the program.

Other employers help the Center with more logistical problems; for example, liability insurance for students on site and away from the Center. A set of policies to insure safety for students and protection for employers was an entirely new concept in insurance for local companies, according to one staff member. One such company which was an employer site, researched

the idea and helped the Center put together a package. Since that time, attorneys for schools which are considering replication believe that students are adequately covered under state law which governs cooperative work experience offered in some regular high schools.

In addition to solving problems and making policy, employers and Board members also provide valuable information sources for the program. They host visitors, help explain the employer's side of the program evaluators, federal program officers, and people interested in replication. "We feel we are helping to design the program," says one Board member; others feel they have an impact on the way students learn and get along in the world. Although no members receive any pay for service on the Board or with the program, there are always many more candidates for open Board positions than can be appointed.

$(CE)_2$ and the NWREL

$(CE)_2$ staff work closely with several groups at NWREL on product development, program documentation, replication and evaluation. The product development team is also devising an entire set of user materials for replication efforts.

The bulk of internal evaluation work is done by three other NWREL staff, using information which $(CE)_2$ staff help compile. The internal evaluation, begun in 1972, includes formative measures which help staff identify ways of improving the program. Other aspects attempt to compare students' learning experiences at $(CE)_2$ with those of a control group of students who remained at Tigard High School.

An innovative evaluation technique used by staff was the adversary hearing, in which two educators trained as lawyers argued the merits of the $(CE)_2$ program, using witnesses, supporting data, and student projects as evidence. The hearing was not designed to finally evaluate the program but to raise issues about its operation; a videotape of the hearing has proved valuable to people interested in replication.

During 1974-75, the Educational Testing Service Inc. has been contracted to do an evaluation of four Experience-Based Career programs. In addition to standardized tests, ETS has placed an anthropologist at each site to collect observational and recorded information; they have developed a standardized instrument for employers participating in EBCE programs and will be developing case studies of students, employers and other program staff.

Both NWREL and $(CE)_2$ staff have provided orientation, briefings and demonstrations of $(CE)_2$ activities to several hundred people from public school people to those interested in alternative settings. Some are interested in implementing the entire concept; others want to look at specific elements. To four different districts who have expressed interest in replicating the entire $(CE)_2$ model, NWREL has supplied technical assistance and a very small planning grant to help them get started. For districts which want to adapt elements of the program, NWREL and $(CE)_2$ provide materials and support, but require that each district agree to let evaluators collect information from the site to increase understanding of the costs and modifications involved in replicating the program.

$(CE)_2$ Looks at its Future

Staff at the Northwest Regional Educational Laboratory and $(CE)_2$ have developed this program with an eye to spreading the idea nationally. Program Director Jerry Beier feels that a small student body -- maximum 100 -- would permit the most effective teaching for this model, but suggests that in large districts, settings could be created for clusters of 100, each acting autonomously. Care should also be taken with staff selection, and a low staff/student ratio should be maintained. Beier feels that staff must be supportive people, ideally with backgrounds in both education and business.

$(CE)_2$ personnel have learned that sixteen and seventeen-year-olds need structured formats if they're to handle the responsibility for their

own programs. They need both planning assistance and close supervision in a community-based program where they spend the major portion of their time outside the Learning Center. Employers need a good understanding of what they'll be called on to do, and $(CE)_2$ has found that although union members can express suspicion about the program, they are also eager to be included. Liaison between the program and the employer must be intensive, with weekly attention to employer needs and problems.

Says Board member Bill Lehnert, "Sometimes business people had education people go in opposite directions, but Jerry and his people have really developed a good approach. I believe special programs aren't necessary: this program could work within an existing school, using existing buildings and teachers, for at least half the school's students."

Experience-based career education, at least at $(CE)_2$ means sending young men and women into the community to learn about the working world from adults involved in a variety of careers. Tracy Walters is a $(CE)_2$ student who was losing interest in high school and doesn't regret transferring to this alternate program. When she left high school, she reports, "A lot of my friends put me down. But high school's one big popularity contest to see who can dress the best, who goes out with who...That's not what life's about."

Urban Career Education Center
Philadelphia, Pennsylvania

Principal Author: Linda Abrams

IN BRIEF

Urban Career Education Center
62-64 West Harvey Street
Philadelphia, PA. 19144

Dr. Charles H. Peoples, Project Director

Urban Career Education Center (UCEC)
Originated Spring 1972

The UCEC is funded primarily by grants from the U.S. Office of Education and the National Institute of Education, and was initiated as an affiliated project of the Opportunities Industrialization Center of Philadelphia. It was designed as a research and demonstration project to provide an alternative school setting for public school dropouts and potential dropouts. The first two years of the program featured the Career Intern Program, a curriculum development effort, and a program for students' parents. Although the contract for the Career Orientation Program and Community Career Program were concluded in January 1975 and operations for those projects were minimal at that time, both programs were of major importance to the UCEC and are described in this case study. Other sources of funding for curriculum and parent activities are being sought.

Project Staff (Career Intern Project Only):

Administrators	4	Instructional Staff	8
Counseling Staff		Associate Professionals	5
Counselors	4	Resource Center Specialist	1
Career	3	Support Staff	6

OICs/A Staff involved:

Program Manager — Evaluation Assistant
Operations Assistant — Accountant — Secretary

Student Interns: 130 students in grades 10-12 in January 1975; enrollment for remainder of 1975-76 years will be 240

Funds: The following figures represent grant totals for the planning and operation of the UCEC; for details concerning allocation of funds for particular program features, see the case study. The program started with a planning grant from the Office of Education (Spring 1972 to November 1972) with $520,000.

National Institute of Education — Total Grant $2,656,919
February 1973 - Febraury 1976

USEC Operation	$627,000/yearly average
Evaluation	$250,000/yearly average

Office of Education March 1974-January 1975	COP and CCP	$340,000
	Manpower Development and Training Act Funds	$183,000
	Adult Basic Education	$157,000

Features:
- Career Intern Program for 10th-12th grade students
- Career Orientation Program: curriculum and training development effort coordinated with public schools
- Community Career Program: for parents of UCEC interns
- Resource Center and Career experiences

OIC and the Community

UCEC's parent organization, the OICs of America, is a well established, minority-operated manpower training program which operates in more than 110 cities throughout the U.S. OIC originated in Philadelphia and developed UCEC in conjunction with the Philadelphia Board of Education in 1971 to provide career educational options for students concentrated in the Germantown area of Philadelphia where residents are primarily low-income, and mostly black.

Monograph: A Preliminary Report on the Development and Interim Results of the Career Intern Program

Write: C. Benjamin Lattimore
Urban Career Education Center

Philadelphia's Germantown reflects changes that mark the transition of a formerly fashionable neighborhood to one now termed "inner-city." Groceries, laundromats, and short-order restaurants line its main streets, but the side streets still offer a faded image of what this community was to the prosperous merchants who built here in the late 1700's. Set well back from tree-lined streets, houses are three- and four-story brick and frame buildings with graceful lines and proportions. As housing pressure has grown and more wealthy residents have moved to suburbs, Germantown's stately homes have been divided and redivided into apartments for low-income families who have fled the even more faded tenements which dot the neighborhood.

The Urban Career Education Center is located in Germantown, in a complex of stone buildings formerly owned by a drug manufacturing concern. The Center is an alternative high school for dropouts and potential dropouts, offering instruction and intensive guidance to help youngsters make positive, well-informed choices about their careers and their lives in personal, economic, and social terms. UCEC is attempting to demonstrate that inner-city youth, given appropriate support, can choose and prepare for meaningful careers that match their needs and interests, goals and abilities.

Over the past three years, the Urban Career Education Center has been involved in three major programs and a host of supporting activities. These programs are:

- the Career Intern Program of counseling, instruction, career experiences, enrichment experiences, hands-on career exploration, preparation for college and technical school, on-the-job training for high school dropouts and potential dropouts;
- the Community Career Program, an effort to help parents of Center interns achieve their own educational and career goals through counseling and referral while enlisting parent support for the Center's work with their children;
- the Career Orientation Program, a pilot project to develop career-oriented curriculum and technical assistance for designated elementary, middle and junior high schools within the Philadelphia School District. In time, such curriculum could reduce the need for specialized programs like the Urban Career Education Center's.

Of these three programs, only one--the Career Intern Program--is currently in full operation. Expiration of funding signaled the end of the Career Orientation Program altogether and severely curtailed UCEC's Community Career Program. Both were originally designed to support and enhance the Career Intern Program.

Funded by the National Institute of Education, the Career Intern Program is heavily career-oriented. Traditional high-school goals such as graduation or a General Equivalency Diploma are important at UCEC as measures of program completion, but they're used primarily as a means of career preparation. Where traditional high schools have had difficulty with dropouts, the Urban Career Education Center succeeds, according to staff and students, for the following reasons:

- a great deal of individual attention and support can be given to interns because of the Center's low intern/staff ratio;
- intensive instruction, counseling, and career-experience opportunities are sequenced to give youngsters realistic exposure to a variety of careers;
- parental involvement and support serve to bring the outside world into the learning experience in a meaningful way.

Another important factor in UCEC's success is its strong community base. The Urban Career Education Center is administered through the Opportunities Industrialization Centers of America (OIC) with full support from the Philadelphia Board of Education. OIC operates in more than 110 cities throughout the country as a private, non-profit manpower training organization for disadvantaged adults. Because OIC has an excellent track record with its training programs, the organization is respected and supported by the city, and OIC's reputation and contacts form a strong foundation for UCEC.

UCEC's programs work within the context of the Philadelphia School District, which makes possible identification and recruitment of interns, accreditation of UCEC as a high school, and coordination of career education curriculum and experiences in the schools and community. The District has been involved in UCEC's organization and goals since planning for this program began in 1971, and this involvement has meant not only technical

support but also the highly important credentials of a major urban school system. The Philadelphia School District honors UCEC's academic credits and awards a District high-school diploma to its graduates.

Why UCEC Happened and How

OIC became interested in career education for high school students when it realized that the people coming to its educational and training programs were becoming increasingly younger. Since 1964 OIC had been serving adult men and women who wanted skill training either to secure a meaningful job, to advance in their jobs or find better occupations. As applicant age began to decrease it became obvious that high schools were not successful in preparing youngsters for any initial occupation and that even those who concluded their education with the 12th grade were unable to find meaningful work after graduation. High school dropouts had the same problems, but to a worse degree. The Urban Career Education Center was seen as a way to orient high school students to the world of work and help them prepare for a career.

The Reverend Dr. Leon H. Sullivan, Founder and Chairman of the Board of OIC/A's of America conceived of UCEC and initiated the planning that resulted in the Center's funding and development. The proposed Center found support from the U. S. Office of Education and the National Institute of Education to learn whether OIC's successful experience in reaching adults could be transferred to high school students. A start-up grant from the Office of Education of $520,000 in the spring of 1972 allowed OIC to find and train staff for the three programs UCEC would offer. The Center opened in November 1972 and enrolled 208 interns drawn from the black Germantown community.

From the beginning, UCEC had to overcome ingrained ideas about job perparation. The black community has looked to college as the best possible alternative for its children and opportunities for other kinds of career preparation have been limited. Given the high cost of college education today and the fact that basic education (elementary, middle, junior and senior high) for inner-city black youngsters tends to have questionable impact, the UCEC staff feel that college should not be seen as the only answer, and that other careers should be viewed with equal respect.

One initial difficulty, as staff came together for the first time, was that they hadn't had enough time to discuss and clarify their goals and form cooperative working relationships before interns arrived in November. As a result, some became possessive of their own areas of responsibility and information sharing was sometimes limited. As staff came to know each other, however, this problem subsided. UCEC presently utilizes staff and program development and workshops and meetings to encourage teamwork and to develop staff competencies.

As UCEC has grown, staff have found that the school's status as a research demonstration project is a mixed blessing. UCEC's Director, Dr. Charles H. Peoples, is a black educator whose previous positions include Director of the Philadelphia Model Cities Reading Skill Center and Assistant Director for the Urban Problems Work-Study Program. He believes the innovative aspects of the Center's programs are exciting and inspiring, but that the problems of program development demand a good deal of flexibility and a high tolerance for frustration from staff. For example, evaluation of UCEC by the firm of Gibboney & Associates of Philadelphia during the past year meant disruption of program routine. Such evaluation requires additional hours of coordination and information retrieval from staff and sometimes causes anxiety in staff, youngsters, and parents alike. Happily, people's concerns about the evaluation process now seem to have abated. Staff and students are eager to talk to visitors about the Center.

Once underway, UCEC's Intern Program funds were transferred from the Office of Education to the National Institute of Education; NIE provided $2,756,000 for the three periods ending in February 1976. This sum was divided between evaluation-related activities and program operation. An average of $250,000 each year went for such evaluation activities as: evaluation design, internal and external evaluation, comparative literature search, consultants, reports to the NIE, development of cost measures, and start up costs of staff and curriculum. At the same time, an average of $626,000 each year was spent in operating the program. As a non-profit sponsoring agency, OIC does not directly fund programs. Money from both NIE and the Office of Education were used for administrative and program costs for UCEC; in addition five staff within OICs/A were funded for coordination of UCEC with the OICs/A operations. NIE, which funded the Career Intern Program, funded 65% of staff costs, as the Intern Program required 65% of operating resources. The remaining 35% of staff and operating costs

were devoted to the Community Career Program and the Career Orientation Program; they were funded by $340,000 of OE discretionary funds and money from the Manpower Development and Training Act in a 10-month grant through January 1975.

UCEC Today

The Urban Career Education Center's grey stone buildings -- four in all -- house the school's classrooms, offices, cafeteria, student lounge, counseling area, career department and resource center. Over the past three years, UCEC has gradually expanded to include all available space, the latest project being the refurbishing of the former drug manufacturing laboratory, with its water and gas lines, to provide a science lab for interns.

The inner walls of UCEC proclaim two messages about the school's goals and student body. The first message, presented on bulletin boards and posters throughout the buildings, is that choosing a career means choosing one's life, and there are plenty of fields to consider. The second message on the Center walls consists, paradoxically, of a lack of messages. In a city notorious for its graffiti, the yellow walls of UCEC are unmarked. No suburban middle-class elementary school could boast more respectful treatment of school property, but at UCEC it's not a heavy-handed administration that enforces such respect, it's the pride of the interns themselves. The Center's interns really believe in their school, and visitors quickly get the message. When students from another school visited UCEC recently, they threw cigarette butts on the floors and tacked party posters to the walls. Center students responded, "If you're going to come here you're going to clean up your mess. Don't bring your trash in and destroy our school." The butts and posters were speedily removed.

Although Philadelphia has a neighborhood-gang membership in excess of 8,000, UCEC is accepted as neutral ground. Interns who may be members of such outfits leave their grudges outside. Fully 90 percent of the school's 130 interns are black: of the total student body, 75 are girls and 55 are boys. (Enrollment was recently increased to 200.) Interns are drawn from Germantown and similar neighborhoods throughout Philadelphia. Many interns previously attended Germantown High School, two blocks away, and came to UCEC from the 10th, 11th, or 12th grade. Others had already dropped out of school. UCEC will not consider students with a history of violence or strong discipline problems. As a result, interns are not the troublemakers or revolutionaries of the school system.

Instead, UCEC's interns are the lost ones, the ones who were told, "Sit in the back of the class if you don't want to work," youngsters who could be absent for weeks without being missed by teachers or administrators. They were youngsters who never stimulated interest on the part of school personnel but have gotten by, or been pushed along by the system. Given this background, it's not surprising that these young people make dramatic strides when given the UCEC brand of personal attention and counseling.

The tone of the school is relaxed and informal. Chairs are arranged in a circle or semi-circle in the classrooms and there's very little of the paraphernalia of public-school life such as passes, warnings, regimentation. It's not unusual for an intern to bring her baby to the UCEC complex, where other interns compete to be babysitters while the mother attends class. "It's like we're all aunts and uncles to those kids," an intern explains. The family image is used often by both interns and staff, in the sense of cooperation and team work, and in the sense of caring and trust. "It's like a family thing," one intern says. "When I first came here I didn't know anyone and then I was absent a few days. When I got back, this girl in my class said, 'Here's what you missed,' and gave me things and helped me catch up. Everybody's helping everybody."

Interns also appreciate the fact that they're treated as adults. Staff members must hit a balance between showing they believe the interns are responsible adults and giving them the "little push" that interns themselves admit they need. Says one intern, "People think that because you're 16 or 17 years old you're still a little kid, but a lot of people aren't. I've been through things that someone 30 or 40 hasn't been through yet. Here you have a lot of freedom, they don't really try to tie you in. They just try to help you out. They say, 'This has to be done,' and tell you why it has to be done. And if you don't want to be anything, that's on you. But they want to help you be something."

UCEC's staff, divided almost equally between men and women are former teachers and administrators in Philadelphia schools, OIC staff, or staff of other experimental programs. According to Dr. Peoples, the most important quality for his staff is an ability to relate to people. "An advanced degree is less important than a lot of experience working with

people. Those who don't know how to relate to kids have a long period of adjustment," he says. Staff have divided responsibilities to make sure that each intern receives individualized and specialized attention. In addition to four administrators, there are eight instructional staff, seven counseling staff (four of whom are counselors and three career developers with special responsibilities for working with on-the-job exploration sites). The staff also includes a resource center specialist, five associate professionals from the community and six support staff.

A small staff of OICs/A personnel are also involved in administration of the project and its evaluation. They include a Program Manager, an Operations Assistant and Evaluation Assistant, an Accountant and a secretary.

Most staff members are black Americans in their 30s who grew up in the Philadelphia area. They're enthusiastic and articulate, offering warm support to each other and to the interns, and reflecting a firm commitment to the program. (One staff member recently turned down a higher-paying job to continue this work with the interns.) These characteristics make staff members impressive role models for interns: staff's dedicated professionalism, warmth and caring sets a clear example for intern achievement.

The Career Intern Program

- Recruitment and Enrollment

Recruitment of interns begins with discussions between the UCEC School District Coordinator and guidance personnel in the city's public high schools. Students who have already dropped out of school or who show signs of dropping out (consistent absenteeism, low grades, deficient Carnegie units are indications) are candidates for recruitment. Other criteria are a fifth grade reading and math level, economic need, or adjustment problems with school or family life. Students thus identified are contacted by UCEC Associate Professionals, who explain the program to youngsters and their families. If they express interest, the prospective intern and a parent are scheduled for an interview with a CIP counselor and a member of the evaluation team at Gibboney & Associates.

The intake interview is primarily designed to give the prospective intern and parent complete information about the Career Intern Program. At the same time, the Gibboney evaluator administers a set of tests.* Twice as many candidates are considered than can be accommodated in the

*These tests include the Stanford Achievement Advanced Math and Reading Battery; Super's Career Development Inventory; Coopersmith's Self-Esteem Inventory; Raven's Standard Progressive Matrices; Rotter's Internal vs. External Control Scale.

program, and each prospective intern is assigned a number for a lottery. Numbers are drawn at random, and half the youngsters become UCEC interns, members of the experimental group. Those not selected form the control group for the evaluation, and return to the public schools or to whatever they had been doing if they have already dropped out of school. Gibboney & Associates staff test this control group periodically, paying students for their time, to measure their progress against that of UCEC interns.

Understandably, the lottery system caused resentment among youngsters and their parents when it was first instituted. A special meeting to explain the procedure was held. Parents tended to feel that this was another middle-class imposition on their community. C. Benjamin Lattimore, the OIC of America Program Manager for UCEC, explains, "We had some initial hostility. Parents were concerned that their kids were placed in this lottery system. When you say 'experimental group' and 'control group' people say, 'What is this, rats?'" UCEC administrative staff explained the value of evaluation, not only for continued funding of their program, but as potential proof of success which will be important for future UCEC projects. Parents came to accept the lottery system, and UCEC's Associate Professionals now explain this aspect of the program to prospective interns and parents at the recruitment level.

- Counseling

Upon enrollment in UCEC, each intern is assigned a counselor at random, unless staff members have already had some contact with the intern and request the assignment. Because personal rapport is considered important at UCEC, assignments can be changed if conflict between counselor and intern develops, but such changes are infrequent. Each counselor advises between 30 and 40 interns, a considerable improvement on the 300 to 400 students per counselor in public high schools. Throughout the intern's career at UCEC, she or he meets at least bi-weekly with the counselor, although weekly meetings are more the norm and casual encounters around the school occur on a daily basis.

In addition, when an intern is ready for the career exploration phase of UCEC's program, he or she is assigned to work with one of the Center's three career developers. Each career developer works with approximately 45 interns, finding suitable hands-on opportunities to help them explore the world of work and investigate the career they're interested in. These career developers, many of them with related experience in the Philadelphia OIC, are an important link to the city's business community: they make contacts and arrange for field trips and

hands-on experiences with local industries and they also provide enrichment experiences that include visits to Philadelphia's wealth of theaters, exhibits, parks and museums.

- Phase I

All UCEC interns begin their programs with Phase I, a 21-week Career Awareness program designed to help youngsters see the variety of careers open to them so they can begin tailoring their UCEC opportunities to fit their job interests. After a day of orientation for students and parents, interns begin regular classes in English, mathematics, social studies and science. Each instructor helps his or her charges determine which academic areas are weak and then provides special learning activities to review and upgrade basic skills. Although the course work is sequenced to provide a full 12 Carnegie Units for high school graduation, classes are taught in creative, non-traditional ways using strategies such as small-group discussion, role-playing, games, and simulations. Textbooks are rarely used. Instead, instructors work with Leslie Ford, the specialist who runs the UCEC Resource Center, to provide relevant career and academic educational materials. Because instruction at UCEC is keyed to the working world, students are shown how each discipline comes into play in various occupational areas.

Objectives for each course are subdivided into career, academic, self, and community goals; and specific units may be designed around particular goals or types of goals. For instance, a unit in History I entitled "Thinking More About Myself" deals with individual strengths and weaknesses, feelings about self, friends and family, values and decision-making. An elective graphics course discusses careers related to graphic arts, what tools are needed for various kinds of work, and the training necessary for design and drafting. A science unit entitled "Phoney Baloney" shows how advertisers can use scientific or experimental data in graphs and charts in ways that will mislead the public. A special reading class is available for interns who need extra help and here too, materials are designed for the people who'll use them. In addition to the required curriculum, interns can select one or more electives from a growing list. Music, art, graphics, typing, cultural arts, consumer-math and humanities are available, and a media center is in the process of

being established so students can make documentary films. UCEC's most popular elective is a course on the language and culture of Nigeria, taught by a native African, Mr, Wogugu.

While they're upgrading their basic high school skills, students are also involved indaily Career Counseling Seminars taught by teams of counselors, career developers and instructors. These seminars are informal discussions of self-awareness, individual interests and abilities. After initial discussion of the 15 Career Clusters set forth by the U. S. Office of Education, each intern researches at least two careers in which he or she is particularly interested, drawing on the materials available from the program's Resource Specialist, Leslie Ford. Career Investigation, as it's called at UCEC, allows interns to begin focusing on jobs of interest through the Resource Center's wealth of job descriptions, professional and trade journals, articles and biographies. Seminar discussions involve far more than one-dimensional job descriptions. Students are encouraged to consider the kind of homes they'd like to have, where they'd like to live, what work hours they would prefer, and similar life-style decisions as well as the educational requirements, salary levels, working conditions and satisfactions of various careers.

As Career Awareness activities proceed, students begin refining their interests and discussing their progress with their counselors. Before the 21-week phase concludes, each intern works with his counselor (with input from all involved staff) to develop an individualized Career Development Plan, in effect a blueprint for future learning. This is a key step for each UCEC intern because it determines the direction of his or her educational and occupational preparation. Depending on career choice, the intern may wish to attend UCEC full-time or institute a combination of UCEC studies and outside training/employment. If high school graduation is one of the student's goals, the Plan also includes provision for the 12 Carnegie Units needed for a diploma.

Phase I concludes with a formal assessment of the intern's goals and progress. Each instructor assesses the student's readiness for more complex course work in English, mathematics, science and social studies and reports progress to the intern's counselor, who weighs these evaluations

and discusses them with the student. In weak areas, interns may repeat Phase I coursework while proceeding with Phase II-level classes where indicated. Parents are kept informed of their youngsters' progress so they can offer support and encouragement at home.

- Phase II

Owing to the individualized nature of UCBC's approach and the differing goals of students, Phase II, the Center's Career Exploration segment, can last as long as four semesters. In this period, students earn the bulk of their Carnegie Units through continued study of English, mathematics, social studies and science, but at the same time, interns can devote significant time and attention to actual hands-on experience in the careers they wish to explore. At least twice during Phase II (and the program recommends three) students spend at least a week at a local business or industry to gain on-site understanding and experience of the tasks involved in various careers. Setting up these individual explorations is the job of UCBC's career developers, who draw on their own community and industrial contacts and those of the business representative on the Center's Industrial Advisory Board.

Preparation for individual hands-on experiences is a time-consuming process for career developers who may not only have to locate a specific kind of job, but may also have to introduce UCBC and its goals to businessmen and convince them of the value of the project. The Center's experience has shown that for maximum effectiveness, the employer needs to supply time and personnel to supervise the intern during the week-long visit. When the hands-on program began, visits were scheduled for only two days, but experience has also shown that a full five-day stint results in a better understanding of the scope of the job and its possibilities for UCBC interns. In some cases, hands-on experiences are deliberate tests of intern interest. Says one career advisor, "Many of our girls think they want to be nurses because it seems like a glamorous job. We send them to a nursing home for their hands-on experience, and if they leave that still wanting to be a nurse, then they <u>really</u> want to be a nurse." When several girls expressed interest in modeling as a career, a staff member brought a local professional model to class to present a realistic picture.

The model coached the girls on make-up and dress but also pointed out the competitive nature of the business which for many women should be a part-time occupation.

Part of the value of the hands-on experience, staff feel, is the chance for interns to learn what's generally expected of an employee in terms of punctuality, neatness, and responsibility, traits that suddenly become critical in the real world outside the school. Because interns themselves identify the type of careers they would like to explore during their hands-on experiences, these visits are important to them. One developer reports that one of his interns was caught in a torrential rainstorm on the way to his first hands-on experience and arrived in soaking clothes. "The employer sent him home to dry off," the advisor reports, "but at least the intern showed him he was serious about wanting to be there."

Counseling sessions continue during Phase II. Career Counseling Seminar team members work with interns on how to prepare for job application. Interns practice filling out application forms; they develop their own resumes and role-play job interviews, discussing appearance and personal attitudes during this critical job-seeking encounter. Interns and seminar team members also explore the requirements for moving up any career ladder.

Phase II concludes with a formal assessment period similar to the one described for Phase I. Again, the intern and his or her counselor sit down to take a close look at academic progress and the results of the student's two hands-on experiences to chart or alter the overall Career Development Plan. If Phase II coursework is not satisfactory, more work may be required in some areas. If the intern's hands-on explorations resulted in a change of career focus, the counselor or career developer in charge of hands-on placement may decide that more career exploration is warranted. Career developers, classroom instructors and the intern's counselor all contribute to this assessment, and parents are asked to contribute their viewpoints. This important assessment results in planning for final Phase III activities.

- Phase III

Phase III is the culmination of the intern's UCEC experience, a Career Specialization program allowing students to concentrate fully on achieving their post-UCEC goals. If a student plans to attend college, Center instructors will provide advanced coursework or arrange with other programs for these classes to make sure the youngster is ready. The counselor helps the intern apply to the college he or she wants to attend and works to secure financial assistance for the intern. Youngsters who prefer on-the-job training can continue working toward their high school diplomas at UCEC: staff help arrange for full or part-time jobs and design schedules that won't conflict with the student's work. Tutorials are often useful here to prepare youngsters for the G.E.D. exam. Students who opt for advanced skills training receive staff help in locating and gaining entry to appropriate programs in technical schools, industry, or local community colleges. On-the-job training is a popular option with both students and industry, since UCEC offers an employer incentive in the form of a $2.00 an hour stipend for each student he hires. In addition, employers who've already provided hands-on experience for an intern will often ask the Center if they can offer the student a job or on-the-job training.

A final assessment period determines whether the intern has successfully completed the necessary 12 Carnegie Units for UCEC graduation or is ready to take the G.E.D. examination. Those interested in further on-the-job or full-time work are evaluated by career development staff as well as counselors in terms of their suitability for the working world. A student has completed his or her UCEC course when the Career Development Plan drawn up during Phase I has been fulfilled and all staff recommendations have been met.

"At the regular high schools," one intern asserts, "once you graduate, they never want to see you again. But here they want to know how you're doing and they help you with whatever it is. Here they really care." The Urban Career Education Center does care about its students, not only in personal terms, but as a means of discovering how well the program has served Philadelphia's young men and women. Students who opt for skills

training or on-the-job positions are contacted and given assistance by their counselors for six months after they leave UCEC: those who go on to college are followed-up for a full year.

Community Career Program

While the only UCEC program currently in full operation is the Career Intern Program, some activities continue in the Community Career Program (CCP) for parents of interns and in the Career Orientation Program (COP). Both these programs were instituted at the same time as the Career Intern Program and were designed to support it, but loss of original funding has meant curtailment of many component activities. Originally the CCP program had seven staff: Coordinator, Group Development Specialist, Group Program Specialist, two counselors and two Associate Professionals. CCP now has only one counselor to work with the families of 130 students. This is clearly impossible on a regular-contact basis, since many parents work and can only be seen in the evenings, often in their homes.

The Community Career Program was initiated because UCEC's founders believed that career education meant choosing a life, and this kind of decision and preparation requires support at home as well as in the classroom. Parental involvement in the program seemed a prerequisite for this support, so the school offered three ways for parents to participate. Throughout the intern's stay at the Center, counselors detail intern progress to parents and elicit their support and understanding. At mid-semester formal assessment periods, counselors meet with parents at the school to discuss their child's record and activities.

A second level of parent participation is direct involvement in the program's activities. For many parents, this represents the first time they've been made to feel welcome at a school, and once they understand that their participation is really wanted, they return to help as volunteers with activities such as workshops and seminars, or they help during the orientation of new interns entering UCEC. Some parents become Associate Professionals, paid members of the staff who help with office work, the cafeteria, and orientation of new interns and parents.

Finally, parents can become members of the UCEC Advisory Board which provides support to UCEC. When the program first began, there were three separate advisory committees for education, industry, and the community. Now, these groups are sub-committees of the single Advisory Board and UCEC staff look for increased support and cooperation from Board members and parents. The Council consists of 33 members and meets on a monthly basis.

Many parents feel their own lives would have been easier if they'd attended a school like UCEC. The Center tries to help them with their own goals by referring them to social service agencies that can offer financial and educational assistance or help with transportation and child-care problems. A few parents have taken classes at the Center and others have enrolled in schools to obtain their own high school educations.

The Career Community Program has sponsored workshops for parents on drug abuse and neighborhood gangs, which interns also attended. Says one mother, "It's important to talk about race, sex and drugs because the kids are talking about them." Delbert Simmons, the CCP counselor, works with parents on their own and their children's concerns. Too often, he feels, parents interact with their youngsters only when there's a problem or a crisis. "Sometimes all parents need is to get it out," he says, "to talk to someone about themselves."

Career Orientation Program

The Career Orientation Program (COP) was designed to bring career education into Philadelphia's elementary, middle and junior high school classrooms to help youngsters avoid some of the problems UCEC interns faced in high school. UCEC's founders reasoned that if school could be made more relevant to life and work, the dropout problem could be drastically reduced and eventually there would be no need for projects like the Career Intern Program. Unfortunately, the COP program lost its funding in fall 1974 and is no longer in a position to test that hypothesis.

When COP became operational in 1972, seven UCEC staff were assigned to work full-time with 13 schools in District Six and selected schools from

other districts. Since COP's initial funding didn't permit curriculum development for grades K-12, planners decided to focus on grades 5-8, since it's at this point that students must make decisions about high school courses and begin relating these courses to career expectations. The program first asked principals at its designated schools to identify teachers to help develop career-oriented curriculum materials in English, mathematics, social studies and science. These teachers were paid with COP funds while engaged in this work, and the units developed were refined by writer/consultants. Packages of these units were then disseminated to 12 schools for implementation and feedback. (A previously-developed commercial package from Pennsylvania Education Aids was used on a trial basis at the thirteenth school for grades K-4.) To test the curriculum, a Career Development Committee (CDC) was formed at each school consisting of a community representative, a counselor, and a teacher. Weekly lesson plans were required of teachers working with the COP materials, as were paid Saturday workshops for training in their implementation. Detailed directions were given for classroom activities. In time, teachers became more adept at working with these materials, so Saturday sessions were discontinued and teachers were given more freedom in choosing and presenting classroom materials.

Counselors in each CDC were responsible for disseminating curriculum, coordinating field trips, assembly programs, and bulletin board presentations. Community representatives (parents) recruited parents of program participants to be resource speakers, field trip chaperones, to work in after-school clubs, and for similar activities. Teachers provided classroom implementation and feedback. In some cases, the Community Career Program parents helped with the COP activities, and vice versa, a highly beneficial link between the elementary, middle and junior high and UCEC worlds. In all, some 68 teachers were involved in the work of the Committees.

Another important link between components was the fact that COP staff had initially participated in curriculum development for the CIP. As a result, COP curriculum emphasized student participation in the form of games, role-plays, puzzles, and so on, and goals were divided into UCEC's general objectives of self-awareness, community awareness, and career awareness. For example, students studying weather discussed their own likes and dislikes about weather, how various natural forces influence weather, and related topics. They

then explored the relationship between weather and the way various people live in terms of dress, agriculture, recreation and the like. The activity ended with actual creation of a miniature weather station and an investigation of the kinds of jobs involved in this field.

Thomas Paolini was COP Coordinator before program funds ran out and now works for the Philadelphia IOC in a different capacity. He's enthusiastic about the COP and feels the program gained real credibilit, and viability in its two years of operation. "The program has ended formally," he states, "but the schools haven't returned the materials and we know from conversations with them that they're still using them."

Problems, Solutions, and the Future for UCEC

With two funding sources, two sponsors, and three spanking-new programs, the Urban Career Education Center of Philadelphia might well have encountered significant operational problems in its first three years. Instead, most of the program's rough spots have been eliminated by time, experience, and the patience of UCEC's staff, whose dedication to the welfare of disadvantaged teenagers is perhaps the single most important ingredient in the program's effectiveness.

As staff learned to work together and with the business community, trial and error improved the program. Hands-on experiences, for example, were arranged for five, not two days, to provide maximum exposure for students, and staff soon learned that it was important for businesses hosting interns to provide the staff and time necessary to make each experience meaningful. The project's responsiveness and flexibility were also evident in the course of the Career Orientation Program. When union restrictions on teacher participation and freedom reduced interest, staff modified their requirements to make the program more attractive and workable.

UCEC's administration found the evaluation process presented special problems. Enrollment was maintained at 130 interns, significantly less than the 240 capacity, and the lottery system of student selection resulted in hostility on the part of parents. The Center found that it needed to explain the purposes and methods of evaluation to prospective interns and

parents from the very beginning and to convince the community that proof of the program's effectiveness was critical to the establishment of similar projects. Staff also had to be sold on the necessity of evaluation: they were more interested in directing time and effort toward the critical needs of young people. As evaluation progressed, however, the people and methods involved came to be accepted: the final stages of the evaluation process are winding up and the program will soon be operating at full enrollment capacity.

Funding is the Urban Career Education Center's most serious problem. Original funding from the Office of Education has expired, and the National Institute of Education's grant will terminate in February of 1976. Already, one of the Center's three components has been abandoned and a second has been severely curtailed. OIC personnel are currently exploring with the U. S. Department of Health, Education, and Welfare staff the possibility of establishing similar programs in nine other OIC's of American throughout America.

Although major supportive programs have been discontinued, the Urban Career Education Center continues to serve Philadelphia teenagers through its Career Intern Program, and it does so in a highly individualized, personal way. The key to the UCEC approach is the school's method of helping students develop their own goals and showing them how to achieve their objectives in a step-by-step format. A young woman at UCEC who's now preparing for college put it this way: "I came from Germantown, a very unpopular school. You didn't get much attention. I had a very pessimistic attitude, I didn't have any plans. I came to this place and they were talking about college and a job and I said, 'Wow, it sounds pretty unrealistic to me.' But then, they helped me set up a goal and taught me how to reach it. And I said, 'Hey, it <u>is</u> possible for me to do it.' ...It seems I'm able to make more friends out of school now, too. I get on the bus and start talking to people. I just feel more friendly about everything."

SPAN (Start Planning Ahead Now) Program
Memphis Public Schools

Memphis, Tennessee

Principal Author: Mary Ann Jimenez

IN BRIEF

SPAN (Start Planning Ahead Now) Program
Northside High School
1212 Vollintine Street
Memphis, Tennessee 38107

James Hugueley, Program Director

Project Originated September 1970

Project Staff: Director, full time
Career Education Coordinators (14)
Secretarial staff (2)

Schools involved: 17 Elementary Schools served by 4 Coordinators
18 Junior High Schools served by 6 Coordinators
6 Comprehensive High Schools served by 4 Coordinators

Students involved: 31,000 students, approximately 20% of total enrollment in Memphis city schools

Funds:

Development funds: $431,000 U.S. Office of Education
Vocational Education Amendments
Act, Part D Exemplary Programs

Current funds: (approximate)

U.S. Office of Education (Part C)	$ 86,000
State through city school district	$100,000
Local community and business	$110,000
Total operating funds for 1974 - 1975	$296,000

Major Features:

- Career Education Coordinators for each school
- Open circuit television series of occupational films for elementary school students
- Computerized occupational information emphasizing local and regional jobs
- Work experience and placement after graduation for high school students

Memphis has all the legendary ingredients of Southern charm--the meandering Mississippi River with steamboats plying their way south to New Orleans, cotton fields studding the surrounding countryside, dogwood and azaleas, the W.C. Handy and Beale Street tradition of black rhythm and blues music, the soft cadences of Southern speech. Although local people feel their city is still a country town at heart, Memphis is also a booming urban center with skyscrapers, chic boutiques and restaurants, the South's largest medical center, and an array of nationally-known colleges and universities.

Like any other major center--north or south--Memphis has been dealing with the problems of school desegregation. The city's school system serves both low-income, inner-city neighborhoods and middle-class, residential areas, yet the majority of students in this system are black, despite the fact that the city's population in the 1970 census was only 40% black. This disparity is in part the result of changing residential patterns as white families have moved to the suburbs in response to court-ordered busing, or have placed their children in private schools. Although some Memphis schools are virtually all-black, faculty and staff are balanced throughout the city.

Moreover, the Memphis School System has had to face the litany of problems shared by most of the nation's inner-city schools--limited budgets and physical facilities, large classes, lack of student interest and a correspondingly high dropout rate. Graduates found they had few of the skills they needed for employment, and their disillusionment filtered back to fuel student convictions that school was a waste of time. The only alternative to the college-prep thrust of Memphis' school system--and it was hardly an alternative at all--was an underfunded vocational education program seen by many as a dumping-ground for youngsters unable to continue on to college.

SPAN: An Introduction

Concern that the Memphis school system wasn't meeting the needs of all its students led the Division of Vocational Education, and other key Memphis educators to draw up a plan in 1970 for a career education program to be known as SPAN (Start Planning Ahead Now). For Mr. McGinnis, Director of the Vocational Division, planning ahead meant involving not only local educators but also a group of business and community people to help determine the shape of the program. Guided by the requirements of the grant they sought from the Vocational Education Amendments Act of 1968, SPAN's planners were charged with developing a program to reach every grade level in the Memphis schools and deciding which target schools would implement their program. Their planning sessions included extensive research into the burgeoning field of career education and, for the special features they wanted (such as computerized career information), visits to programs already underway.

A three-year grant of $431,000 from Part D of the VEA Act was awarded in mid-1970, and SPAN immediately went into action in six Memphis schools, most of them in the inner-city. Today, the program is flourishing in 40 schools and is funded at $296,000 primarily by state education money funneled through the city-wide school district. Approximately one third of the present operating budget comes from federal sources.

SPAN was designed to help youngsters in grades K to 12 explore a variety of career possibilities and begin training or preparation for their careers while still in school. Its philosophy continues to be that a college education is not prerequisite for a happy and successful life; that college-bound and non-college-bound students deserve equal status and respect; and that all students have the right to work and to be considered employable when they graduate.

The real heart of the SPAN program, the reason it's effective, is the Resource Coordinators who work directly in the schools to make career education happen. Although they're all advocates for the career ed. concept, each is a specialist for the particular age group he or she works with, since the program offers different kinds of activities for different ages, according to the needs and interests of each group. There are 14

SPAN coordinators in all. At the elementary level, four coordinators share responsibility for 17 schools, working with teachers to provide children with an awareness of the diversity of the working world. In junior high, the program adds an emphasis on decision-making and identification of personal interests and skills. Six coordinators help teachers and students in 17 Memphis junior high schools.

By senior high school, both the options for students and the help provided by SPAN coordinators are enormously expanded. Alternatives for young people at this stage include college preparation, vocational education in specific trades, technical or pre-technical education, and a community (Coop) work experience program. Four coordinators serve six comprehensive high schools, helping teachers use a variety of SPAN strategies and working closely with guidance counselors to see that youngsters are aware of the variety of options open to them. At the senior high level, SPAN staff also serve as placement coordinators, finding suitable slots for students when they graduate or leave school.

At every age level, SPAN offers a variety of resources to Memphis teachers. Some of this assistance is hardware: open-circuit television, a computerized occupational information system, and a microfiche system highlighting specific schools and jobs in the Memphis area. Other SPAN materials include career comic books, language worktexts, films and curriculum guides developed by teachers and Board of Education consultants.

Structurally, SPAN has changed very little as it has expanded over the past four years. An early experiment using teacher aides to help with career education activities in the classroom was discontinued because teachers felt they needed more experienced people to deal with this new area. SPAN staff responded by providing more and different kinds of in-service training for teachers, including weekend retreats, workshops at Memphis State University for academic credit, and Professional Growth classes. Special workshops for principals prepared them to support teacher efforts in using new materials.

SPAN Offers Choices

In providing students with an alternative, SPAN proponents have had to convince both black and white parents that career education is more than the stereotyped notion of yesterday's vocational education system. Kathy King, an attractive, intense black woman, is a strong believer in career education. Kathy grew up in Memphis, is working on her Master's degree in guidance and counseling, and is also a SPAN junior-high coordinator. "Many black middle-class parents were against career education when it first came in," Kathy remembers. "They were middle class themselves, had nice homes, two cars, a good income, and they wanted their kids to go to college so they could have the same things. They associated career education with vocational courses which they thought were for dummies. Now they're all for it because they know what it is. They know it includes college . . . When the main emphasis was on college-prep courses there were an awful lot of dropouts here. The kids weren't interested."

But doesn't SPAN discourage kids from going to college? Kathy comes back with an emphatic no. "The kids already know all about college. The counselors are very well aware of what training is available in college, but they're not as well versed in what training you can get if you go to vocational school or technical school. We play up that end of it."

Jother Locke is a SPAN placement coordinator, a large, soft-spoken man who understands what it means to grow up black in the inner city. He sees SPAN as a real choice for kids--black and white--otherwise condemned to life on the streets: "This is a two-way street. Death is at one end and jail is on the other. If you hang around the street corners long enough, something is going to happen one way or the other. SPAN is so real, because these kids know that somewhere down the line, they're going to have to make a choice."

SPAN offers an alternative and here's how it works.

SPAN in Elementary School

By the time they reach her sixth grade class, Ruth Berry's 11- and 12-year-olds have been exposed to many of the careers SPAN has arranged in the Fifteen Career Clusters developed by the U.S. Office of Education. The Clusters group kinds of work according to function (business and office careers, health careers, manufacturing, sales, and so on), while the jobs studied range from those requiring graduate education to those calling for minimal training. Each month a different Career Cluster is featured in all SPAN schools and reinforced with a locally-produced film tied into the cluster, shown on the open-circuit system in each classroom. In September 1974, youngsters were studying public service careers--the worlds of fire fighting, police work, the postal service, politics, teaching, library science, and the armed services.

Ruth Berry's class began the month by watching a film about a frog who wanted to try all the public service careers. This is one of several films produced by Memphis teachers, students and a local television station to illustrate jobs and skills in 10 different occupational clusters. Developed with SPAN funds and the filming equipment of local television station WKNO, the 10 films were produced for roughly $820 apiece. The school district's elementary curriculum specialist, SPAN staff, students, and the Director of Instructional Television at the station worked together to film live local action and animation for this series. The frog who wanted to try public service careers quickly found that each job had requirements--things that had to be learned before he could be hired. In the end, the frog decided to stay a frog, but the moral was clear: if you want a certain job, you have to prepare for it.

The film was a real hit with the sixth grade and was followed by discussions and related projects--making fire fighters' hats and a mailbox out of milk carton (the top speller got to be the mail carrier), doing a special public service crossword puzzle, reading career comic books about public service jobs, learning a song about a policeman. On Public Service Careers Day, a policeman came to visit the class and assured

11-year-old Rosemary, who'd developed quite an interest, that there are jobs for women on the Memphis Police force. Her teacher encouraged Rosemary's interest, although some of her friends were afraid she might "get mixed up with a lot of shootin'."

Social studies period was a chance to talk about city government, and the month ended up with a visit to City Hall, where the class met the mayor, watched a city council meeting, talked to secretaries, and saw a court session with a lawyer, stenographer, court clerk, bailiff and judge. The kids are still talking about that day: some of them had never been downtown, and even Ruth Berry had never met the mayor. Back in class, an afternoon was set aside so students could have their own city government. A mayor was elected, everyone else became a city council member, and a mock debate ended in a resolution to spend more money on parks for kids.

Another cluster featured a guided tour of the local steam plant, and 12-year-old Paul got very serious about being a design engineer. Ever since the guide explained the [illegible], Paul has earnestly been asking classroom speakers and community workers whether they hire design engineers (army, navy, and post office personnel said they did). On a tour of the local high school, he found out what courses he'd need for this field, and he got to look in on a drafting class. Finally, Paul had a chance to fill out an IBM card for the SPAN computer and got back a response telling him how much school he needs, what kinds of work design engineers do, where there are jobs, and how much the work pays. After a year, he's still determined to pursue this career. Says Ruth Berry, "I don't know if Paul will be a design engineer, but he'll be something!"

Paul's information about design engineering came from a popular resource in the SPAN repertoire: the Computer Assisted Career Information System (known as CACI). This system was designed by SPAN staff early in the project and was modeled after the Computerized Vocational Information System (CVIS) developed by the Willowbrook High School, Villa Park, Illinois and the Illinois Division of Vocational and Technical Education. SPAN staff revised and simplified the CVIS model, using information from the U.S.

Department of Labor's Occupational Outlook Handbook and local information about occupations in Memphis and the state of Tennessee. To use CACI, students check a master index of job titles and fill out computer cards requesting information. The personalized printout includes the child's name as well as a detailed job description. Kids can fill out as many cards as they like, and, one teacher reports, "Even kids who can't read found a way to find out what's on that job sheet and fill out that card!"

Field trips and films are also used extensively, the latter available from the school library and the Board of Education. Job charts, posters, visiting speakers, hands-on projects, books, special bulletin boards, and games are provided. For teachers, there's a curriculum manual created in large part by SPAN teachers with suggestions for presentations and activities.

With so many activities going on each month at 17 elementary schools, the four Resource Coordinators are always busy. Because SPAN is working its way into an existing school structure, teachers must be won over to using new materials and planning subject area lessons to include career education topics. Teachers who have used SPAN materials enough to see response from their classes are enthusiastic, but change in the school as a whole comes more slowly.

Resource Coordinator Dan Campbell says he spends a lot of his time persuading. "Part of my job is public relations," he admits, "to sell the SPAN program and the concept of career education to teachers and principals. Some teachers do the maximum, some do the minimum, and some are below par." But, he states, "If teachers become involved with the program, it'll be a success. They're the whole thing."

Dan, who is white and in his early thirties, recently ran for the legislature in Tennessee. He's outgoing and personable, with an engaging sense of humor. His job means working with some 60 teachers in four schools, and like all SPAN coordinators, he never has time to do everything he wants. Dan arranges for preview showings of the monthly Career Cluster film (and sets up special showings for any teacher who missed it); discusses

activities and graphic aids to help in the classroom; sees to the thousand and one details involved in monthly field trips; arranges for supplies and equipment used in hands-on projects; and finds and schedules community people for classroom visits.

Dan's enthusiasm for SPAN seems to be shared by the kids in the program. Why did they want SPAN to continue? some sixth-graders were asked. "Because when you're grown, you'll have in mind what you want to be," said one. "With SPAN," another said, "you can start learning now on what you want to do." Chimed in a third, "You can learn some of the stuff that's in the job you want and know how much education you need."

SPAN has proved a great tool for Charlene Fawcett's class. Charlene teaches 11- and 12-year-olds who are reading at the third grade level. After a visit to the steam plant, her class collaborated on a story about what they'd seen, and Mrs. Fawcett turned the story into a large chart. "Every child in that room knows what every word in that story means," she points out, "though they can barely read anything else." SPAN is particularly important for kids like hers, Charlene feels, because "it lets these kids know that there is something else they can be besides doctors, lawyers and Indian chiefs." Letting these younsters know there are other careers that are worthwhile and fulfilling is critical, she stresses, since statistics indicate that not more than half will graduate from high school. Other SPAN teachers agree. Says one, "Before, you were ignored if you weren't going to college; now every child in the room knows he can be something."

But most of all, Memphis' sixth graders say, SPAN is fun. What's fun? "Fun is not working!" What's work? "Work is language, math, social studies, spelling, health and science." What they mean is that SPAN materials and coordinators have helped teachers find new ways of teaching basic skills like language, math, and spelling, which kids find more fun and more real. SPAN coordinators have also encouraged teachers to use hands-on activities to relate basic skills to actual projects. Most take place in the classroom, but one school in the SPAN program has a lab where fourth, fifth, and sixth graders can try activities such as wood-working, typing, sewing, model contruction, landscaping and food and health-related projects. Eventually, SPAN's staff hope to have similar labs in all the programs' elementary schools.

SPAN in Junior High

SPAN capitalizes on the early adolescent's heightened self-awareness by dealing with career interests in a more intense and personalized way in junior high. Kids still see films on Career Clusters, make field trips, and pursue the kinds of career-related activities they did in grade school, and they tend to use the CACI computer system more often. But the emphasis now is on offering chances to explore who they are, what they want, and where they're going.

Guidance counselors make sure they spend more time with students as they progress through junior high. Counselors know that the ninth graders' decisions about which high schools and which programs of study they pursue can largely determine their options after high school. Most youngsters normally attend the parent high school located near their own junior high. But different kinds of vocational training programs are offered at different schools and 12 of the city's high schools are comprehensive, offering a full program of college-prep, vocational, and general curriculum courses. If a student knows that s/he wants to pursue a particular course of study, counselors will help obtain the necessary permission to switch.

In seventh grade, each student gets a special career work text for English class designed to stimulate discussion and thought about individual likes and dislikes, strengths and limitations, and the images other people have of us. Grooming and health habits are related to the practical side of getting and holding a job, and students are encouraged to consider how they come across to others. Teachers also distribute sample application blanks for kids to practice filling out, and there are even tips about how to act in a job interview.

Featured in eighth grade is a three-week "Orientation to the World of Work," a survey of all the work-related courses taught in comprehensive high school, including distributive education, vocational office education, industrial arts, food services, and health services, among others. If they attend one of the four junior highs with an experimental pre-vocational

program, students also meet high school teachers and members of the business community who can talk about the realities of specific jobs and the training required. The one-semester pre-vocational course brings in personnel representatives who guide students through the application and interview process. Students often role-play interviews for practice.

Although all eighth grade students study home economics or industrial arts in the SPAN program, schools with pre-vocational courses can offer a wider range of hands-on experiences. Industrial arts includes photography, electrical work, technical drawing and assembly line techniques, while home economics offers meal-planning and cooking, child care, waitressing and food service operation. Except for a two-week switchover, these courses are still currently mostly segregated according to sex, but new federal/state legislation means that next year students will study both fields together in pre-vocational courses.

By ninth grade, Memphis teenagers are concentrating on choosing the courses they'll be taking in high school. Career exploration continues, now with the help of INFOE, a visual aid consisting of a microfiche viewer and card deck. The cards, which can be read and then reproduced for the student to take home, list specific jobs available in the Memphis area, their requirements, location, the nature of the work and salary paid. INFOE also lists area trade schools and colleges for student consideration.

Kathy King is Dan Campbell's counterpart in the junior high school. (SPAN has six junior high resource coordinators, each responsible for between two and five schools.) Kathy goes directly into the classroom to teach SPAN's three-week orientation session, and she handles the multitude of details involved in coordinating speakers, materials, and field trips. The latter, Kathy feels, are really important: "A field trip tells them about careers and it also tells them--hey, there's some other places in this town besides your house and the school, and you gotta get out and find them if you want to do something!"

Kathy's chic appearance, her poise, her great energy, make her the kind of person kids seek out for advice or just conversation. She's

honest and outspoken, and the kids appreciate it. Like the other SPAN coordinators, she has both a working and an academic background, so she knows what she's talking about. Kathy is an advocate for the kids she works with, and also for the SPAN concept. "I want to see it a program in all seventh, eighth, and ninth grade classes--not piecemeal approach like now," she says firmly. Mrs. King also wants to bring black community members into the classrooms to talk with youngsters about "what it's like out there. They'll have to deal with at least some of what that person has already dealt with."

Like Dan Campbell, too, Kathy spends considerable time encouraging teachers to make full use of SPAN. She even has an imaginary conversation with an uncommitted teacher that goes something like this:

"What are you teaching?"

"Math."

"Why are you teaching math?"

"So they'll learn the concepts."

"Why do they need to learn the concepts?"

"So they can use them."

"Where are they going to use them?"

She doesn't finish the exchange because she doesn't need to. Kathy's logic is unassailable. Similar real conversations help teachers understand how SPAN's philosophy includes all subject areas.

SPAN junior high students are facing the fact that they'll soon have to make decisions about their futures. Irene, an eighth grader in a pre-vocational Home Ec lab, said, "SPAN is giving me a realistic idea of work. I see that it could be a drag unless you're interested in what you're doing." "For instance, her friend Mary piped up, "if you work in an office but love the outdoors, you won't be happy." Irene, however, seems confident about her own future: "A woman," she says, "can do anything she wants to if she puts her mind to it."

SPAN in High School

Senior high allows SPAN students to begin getting the skills they'll need to make a suitable job choice. Because of the diversity of programs

offered in the Memphis high schools, SPAN for this age group serves to unite several programs which feature different combinations of employment and academic experience. Some coordinators believe that the visibility of SPAN's materials, the work of the placement coordinators and SPAN's reputation among graduates have boosted the image of the vocational Coop and Work Experience programs, making them more attractive to students who were not as interested in college preparatory courses in the regular high schools.

If 12-year-old Paul still wants to be a design engineer when he gets to high school, he'll likely combine academic subjects (math, physics, art) with vocational courses, where he can get groundwork in photography, printing, and drafting. Rosemary will have to prepare to meet the Memphis Police Department's entrance requirements, but her way may be eased because of the liaison between the school system and the City of Memphis' Department of Personnel, which offers a special cadet program and scholarships to encourage recruitment. The liason between the Department of Personnel and the Resource Coordinators results in short job exploration visits, in trial work experience placements and sometimes in trainee positions for interested students.

Other high-school-level vocational courses explore the worlds of distributive education (a chance to learn marketing, sales and distribution techniques); multi-media (videotape production and radio engineering in an operating station); automotive mechanics (with real vehicles); and a woodworking shop. Students in the program's cosmetology course are fully prepared to take the state's licensing examination on graduation. The Career Office Education Lab features the latest office equipment. Health services and food services are popular, as is the child care course which allows students to work with pre-schoolers in a nursery school located in one of the high schools.

At age 16, students can enroll in a General Coop program which frees them to work half days in the community for pay, or, if they're still undecided about what they want to do, they can sign up for a Work Experience program (Out-of-School Experience) and try a variety of unpaid outside jobs for school credit. CACI, INFOE, field trips, special projects, films, speakers, and counseling are still part of the SPAN package as well. Students

who aren't happy with the courses at their own high school are encouraged not to drop out, but to drop into another school where different offerings might stimulate them. Just as junior high students may elect to go to school outside their area, senior high school students can, with the help of counselors, change high schools, though counselors say this is uncommon.

In the senior year, all students attending project schools receive three hours of instruction with the Memphis Volunteer Placement Programs, focusing on the fundamentals of getting and keeping a job and led by community personnel directors. Parents, prospective employers and other community members are invited to Career/Vocational Fairs held at the schools so students can demonstrate their skills. Job-O-Ramas are chances for seniors to meet with representatives of business and public service professions to learn about job openings and polish up their interview and application skills.

Some students get a jump on outside careers while still in school. A girl in a men's tailoring class is selling some of the clothes she makes at home, and the woodworking shop is setting up a store to sell their products as Christmas presents. Asked what he was doing before SPAN came to his school, one student replied, "Loafin'." Another described her previous school experience as "Just classes, classes, and more classes." By the end of high school, SPAN is emphasizing that students will soon be responsible for themselves. The message is loud and clear: Think about your future--and your future means a job!

SPAN and the Outside World

All of SPAN's efforts in elementary, junior high and high school mean nothing if young people who want jobs can't find them when school's over. SPAN coordinators at the high-school level take personal responsibility for placing kids in jobs once they finish school, whether kids want to work for the summer or begin a career for which they've had some preparation. While guidance counslors work with seniors who want to go on to college, placement coordinator Jother Locke helps those who want jobs or further training. Like Kathy King, Jother is a former teacher, and he's also a

favorite with students. Just as important, he's an excellent liason between the community and the two high schools he serves, and he's adept at developing and keeping track of job slots for students. In summer, elementary and junior high coordinators also help locate jobs for SPAN students, and former students call Jother to alert him to openings where they work.

"There's a place for everybody," Jother believes. "If a student isn't placed, then something is wrong." Jother's one-to-one relationship with kids and the business community means he can recommend individual students for jobs he hears about. (He's got a folder on every vocational student in his schools.) He breezes into classrooms for what he calls "quick shots" to encourage kids about their futures and pass on the word about particular openings. Says one teacher, "He has more of the answers kids want because he goes everywhere." In addition to working closely with guidance counselors, Jother handles the same kind of coordination Dan and Kathy do.

Jother Locke enjoys being a placement coordinator, he says, "because you can see immediate results and get feedback from students. After they've been placed, they come back and talk about their jobs. They come back to you and tell you about the outside world." Jother and SPAN must be doing something right; the program has an extraordinarily successful placement rate of 95% in 1973 and 96% in 1974.

Finding everybody a place in the job market may not mean that every student will stay where he or she is placed. The 95% placement rate includes positions as food services personnel, gasoline station attendants, and other relatively low-paying jobs. Still, Jother and other placement coordinators believe it's important for students to have both the income and job experience to enable them to make decisions about further training or different work. Placement isn't an end for SPAN's coordinators, but another means of helping students get started in the outside world. The Memphis City Schools keep track of their students, too, with a five year follow up consisting of telephone contacts and mail-out questionnaires.

Once out of school, many students stay in touch with coordinators like Jother. Their tips on the changing job market where they work are

used to help other SPAN students, while they themselves may change career direction after hearing about continuing education programs through SPAN.

Although SPAN can't do everything for all the students in the schools it serves, it provides a valuable umbrella of activities and information. Electrical student Thomas Ripley was placed on the job two days after graduation. He succeeded at his first interview, where he was able to put to use the tips he'd learned in his General Coop class about appearance and attitude. He was always aware of the SPAN progam in school: "It's everywhere--the bulletin boards, the classes--you can't get around it," he remembers. But the most important thing he learned from SPAN, Thomas says, was "how to get a job." Enrolled in an entry-level vocational ed program, he began working in the $3.25-$3.65/hour salary range.

Students know, too, if they've been exposed to SPAN, that the Vocational Education Division of the district provides a mobile counseling van to serve adults no longer in the school system. The van goes to neighborhood parks, housing projects, and shopping centers to spread the career education message to people who want further job training. Staffed by counselors, the van brings written materials, information on community vocational courses, and free counseling to anyone interested enough to walk in. Nearly 15,000 people are currently enrolled in Memphis' Adult Vocational Training classes.

SPAN's Effectiveness and Future Prospects

Jim Hugueley, Director of SPAN for the Memphis City Schools, has been responsible for developing the visibility SPAN now enjoys throughout the city. He senses a changing student attitude in these schools toward both work and school as a result of SPAN. "They're interested in the world of work and so now, they have a purpose for school," he emphasizes. Jim feels one of themissions of career education is to break into the trap of the welfare cycle. To do that, kids need to be convinced that the world holds something positive for them.

There's evidence that SPAN is succeeding in its mission. An on-going evaluation by the Bureau of Educational Research, University of Tennessee, shows SPAN is increasing career awareness at all educational levels and documents a general attitudinal improvement toward work among students. Not surprisingly, vocational enrollment has gained since SPAN came into being. In 1974, some 19% of Memphis' high school students were enrolled in entry-level programs geared to make them fully employable on graduation. Benefits are mutual: last year, students working in Vocational Coop Programs (D.E. - Distributive Education, I.C.T. - Industrial Cooperative Training, H.C.T. - Health Cooperative Training, C.O.E. - Cooperative Office Education, General Co-op is a combination of all) and other part-time job slots earned a hefty $2,500,000 to boost the Memphis economy.

Convincing evidence of SPAN's effect also comes from teachers who report increased attendance rates and talk about kids, formerly discipline problems, who got interested in their schoolwork and suddenly seemed to take hold of their futures.

Perhaps the most telling evidence of the program's effectiveness came when the local school district decided to take over the program after federal funding ran out. Director Jim Hugueley attributes this local support to several factors: good public relations for the program's activities; effective relations with advisory boards; and a growing belief in the value of SPAN by local school administrators.

The program will continue to operate at its present level, Jim says, partly because the costs of maintaining the developed program are not prohibitive. Salaries for Resource Coordinator and administrative staff account for approximately 70% of the program's overall $296,000 budget. Other costs are primarily for materials. The CACI system can be updated and operated for 100,000 students for an outlay of only $1,000 per year for paper, pro-rated computer time, and updating labor. Likewise, the INFOE microfiche system is updated jointly by the State Manpower Commission report and the state's Research Coordinating unit at the University of Tennessee in Knoxville. Cost of this update is minimal.

Under the present budget, SPAN will remain in full strength in the 40 schools it presently serves. The program's materials, films, CACI and INFOE systems, however, are available to all other schools in the district. In addition, the Instructional Television career cluster series is used by school districts in Arkansas, Mississippi, and other parts of Tennessee.

The State of Tennessee has recognized an effective model in SPAN, and plans to provide some assistance for new materials for this program. More important, a new state vocational education law specifying that career education staff or a counterpart will soon be available throughout the state's junior and senior high schools, with an anticipated career education staff ratio of 1 to every 200 students. Memphis plans to use its share of this available money to beef up its program in junior high and high schools, re-directing the local share of its funding to expansion of the concept in elementary grades.

This year, SPAN will enhance its elementary-level film library with the "Bread and Butterflies" series developed by the Agency for Instructional Television in Bloomington, Indiana, an approach staff feel will provide greater variety and flexibility in the overall curriculum. Jim Hugueley would like to see the state legislature follow up with an extension of its bill to provide funds for career education coordinators at the elementary level as well as at the junior and senior high level. "Increasing job and career awareness and influencing basic attitudes must begin on this level," he asserts.

SPAN staff seem unanimously behind their program and want to see more support for it--more money for labs so kids can experience hands-on projects, more time to arrange field trips and community experiences, more opportunities for individual teachers and SPAN coordinators to plan strategies for creative teaching. They also want to see more community awareness of what they're doing and why. One community leader who employs SPAN graduates feels some of the overall Memphis community has not yet taken a good long look at what SPAN has to offer.

SPAN isn't going to solve everyone's problems, but it's proving an effective alternative for thousands of Memphis youngsters who might otherwise feel useless and bypassed by society. A prominent community member

and SPAN booster says it very simply: "Three years ago the kids didn't know about jobs. Now they know there's some kind of job somewhere that they can do."

Career Education/Environmental Studies Project
Deerfield Valley Elementary School
Wilmington, Vermont

Principal Author: Kathryn Hewett

IN BRIEF

Career Education/Environmental Studies Project
Deerfield Valley Elementary School
Wilmington, Vermont

Casey Murrow, Director

Originated September 1973

Project Staff: Director, full-time
Assistant Director, part-time
Special Substitute, part-time

School staff involved: District Superintendent, Principal, 11 full-time teachers

Students involved: All 187 students in classes K-6

Funds:

-U.S. Office of Education Vocational Education Amendments Act. Part D, for Exemplary Projects	$8,500
-Windham School District	$11,500
-Windham School District	School supplies and buses for field trips
Total budget (1974-75)	$20,000

Major features:

- -Release time for teachers to take mini-field trips, attend workshops, visit other schools;
- -Career Education Resource Center
- -Organized program of field trips and community visitors
- -Resource Guide to local business and community occupations and people

The community and school:

Once a farming community at the edge of the Green Mountains in middle southern Vermont, Wilmington's year-round population of 1700 now depends primarily on the tourist and skiing industries for income. It is one of six small towns in the Windham Southwest Supervisory Union school district. The Deerfield Valley Elementary School is organized as a modified open classroom school and occupies a new building constructed in 1969. It is one of five elementary schools (K-6) in the district. One district school houses grades K-12 and the other is a secondary school for grades 7-12.

Here in Wilmington, Vermont, where skiing and tourism have replaced farming as the community's economic mainstay, the Deerfield Valley Elementary School is combining some old and new ideas in education. The school building itself is new, an open-corridor structure featuring three-walled classrooms, a Learning Resource Center for kids, and a Teacher Resource Center, and it's set next to a thirty-acre tract of woodland, a living environmental lab for youngsters to explore. Inside Deerfield Valley you'll find idealistic young teachers working alongside women who've taught Wilmington children for years, and you'll find a principal who teaches every day because he loves working with children. You'll also find a thriving Career Education Project in this school based on the old-fashioned conviction that kids learn not only from teachers, but also from people who work nearby, from parents, from their environment, and from each other.

Career education at Deerfield Valley has a single goal: to expand learning opportunities for children and teachers beyond the classroom, into the environment and the community. Four major elements of the project are:

- field trips to businesses and individuals, made possible by releasing teachers from regular classroom duties;
- maximum use of field trips as education devices by means of preliminary activities, post-visit wrap-up sessions, and follow-up project designed to use the experience as a focus for learning or improving basic skills;
- visits by community members, parents and workers for classroom demonstrations and discussions about occupations or for assistance with week-long projects focusing on specific jobs;
- concerted efforts by teachers and project staff to devise ways of incorporating career information into regular subject areas such as social studies, history, reading, mathematics.

Deerfield's teachers, working with three Career Education staff members, use these strategies to show their students the interrelation between local occupations and industries and the larger world outside Wilmington. Their approach is more than informational -- exploring careers means looking at lifestyles, work surroundings, skills, rewards, environments, leisure time.

There are several things the Career Education project does not do at Deerfield Valley. Children, for example, are not pressed to make specific choices about careers. Instead, they're encouraged to consider many kinds of work as possibilities for themselves. There is no work experience or work observation thrust to this program; rather, children do projects which teach skills (mapping, audiotaping and the like) and can be related to their knowledge of jobs. Finally, staff and teachers have not developed entire units on career education for insertion into the school's curriculum but have preferred to relate their basic subject areas to occupations, job skills, and a general understanding of society and work.

Teachers approach career education differently, depending on the age of their students. For the lower grades, career awareness simply means providing direct experiences to help kids make connections between the topics traditionally studied in the K-3 grades: what do community people do? what does our town look like? where do food and clothing come from? what are families?

A third-grade mapping exercise, for example, seems like a traditional activity, with fifteen youngsters working independently or in small groups to measure the nature trail that winds through the school's woodlot. They identify landmarks and draw their own maps, checking frequently with the teacher accompanying them. The career ed part of this exercise, however, began earlier in the day in the Career Education Resource Room, where the group saw slides and discussed different kinds of maps. The kids identified people they knew who make maps and those who use them, and talked about the special skills needed by mapmakers. Maps, they learned, must be altered when towns, roads or other environmental factors change. After their outdoor mapping session, the group returns to the Resource Room briefly to share impressions: they've found that drawing the right perspective is hard; drawing ability is useful in representing landmarks; being able to use math in figuring distance is important. They talk too about jobs which require the same skills.

Similar methods are used for older children at Deerfield Valley, but there's more emphasis on helping individual children define their interests and capabilities, develop communication skills, and take responsibility for decisions and for learning. Independence is encouraged. For instance,

each year, the whole school particpates in a project to design and build a system of watercourses on the hill behind the school. In the past, the children arranged themselves in a power structure whereby younger kids and girls carried water while older boys supervised and designed. This year, older girls decided they could do the job too, and split off, with teacher support, to build their own dam systems.

"We've done a lot of awareness things," says a teacher with a mixed class of fifth- and sixth-graders. "We've worked on different projects that help kids discover they have choices. For example, we made a giant book which is in our room. You can sit inside the book and read--there's only room for one person inside at a time. Each month there's a different book on a successful person and inside the big book are questions hanging all around: What was this person's childhood? Was he any different when he was a child? What did she like to do when she was your age? What they find out is that sometimes successful people had problems or made decisions they can really understand. Or they learn that people don't always know what they want to be until they explore many things. Now in class we have lots of discussion about choice and knowing what you want to do. Walking through the room, you see lots of things, but you don't see career education -- yet it's really the focus of everthing I do."

What the Project Looks Like

Although regular lesson plans are routinely modified to accommodate career education topics, many more activities spontaneously flow from other projects or result directly from student interest. This responsiveness or open-ended approach is possible partly because the school is a small one. With 187 students, the staff includes 10 full-time specialists in reading, health, music, physical education and learning disabilities, and the small career education staff.

The Career Education Project consists of full-time Director Casey Murrow; Assistant Director Barbara Cole, who works half-time; and Nicki Steel, a Special Substitute, who devotes about a day and a half to the program each week. All three help teachers coordinate trips and resource visitors, and modify regular lesson plans to include career or occupational experiences. Each has an area of particular expertise: Casey in social studies, Barbara

in science, and Nicki in arts and crafts. The availability of these three staff as informal and immediate substitutes is the basis of the release time concept. Teachers have 12 days each year of release time. When one wants to use some of this allotment to go on a field trip, attend a workshop, or visit another innovative school, one of the project staff takes over the classroom. Moreover, all three staff are available to help with regular classroom activities or field trips.

Flexibility, the ability to take advantage of opportunities as they arise, is the key to Deerfield Valley's Career Education approach. Its success depends in large measure on cooperative relationships among teachers, and the project is staffed to support and extend such cooperation. Casey Murrow is largely responsible for acceptance of the program among teachers. Also important, however, are the educational leadership of the school's principal and the open classroom structure of the school itself.

How the Project Began

Seeds for the Career Education Project were sown with the changeover at Deerfield Valley Elementary from a traditional to a modified open-classroom school in 1969. The move toward a more open educational structure was virtually dictated by the design of the school's new building. A new district superintendent, Dr. Clarence Truesdell, helped with the school's reorganization because of his experience in open-structure elementary education in the Newton, Massachusetts school. Dr. Truesdell supported the existing teaching staff because he felt it was important to have teachers who had earned the trust of parents and the community. In the course of introducing changes in classroom routine, he points out, "We made sure that teachers were allowed to teach pretty much in the ways that they're familiar with. They didn't have to change everything."

Teachers and students alike had to adjust to the new space. Instead of a central corridor with rooms opening out into the hall, the corridor ran around the outside of the building so each classroom could incorporate the corridor space along walls and windows. Parents with questions about the new use of space were invited to stay and talk with the principal or observe classes in action. As teachers became more comfortable with their surroundings, parents relaxed too.

The school's new principal, Sid DuPont, set his own tone as an educational leader when he came to Wilmington in 1971. As head teacher he spends two hours in the math lab each morning helping kids who come to work out problems from other classes or who want to pursue a particular idea. He's also taken responsibility for displays throughout the school which are touchable and provocative. Sid amplified the superintendent's approach to introducing change. "Teachers should be supported in whatever approach they choose to take," he states. He encourages teachers to try new ideas, too. "The only way to teach," Sid says, is to learn with your students."

In 1973, Casey Murrow and Sid had come up with an environmental studies program that was initiated a few weeks before they learned that career education money was available. Casey had been at Deerfield Valley as a fifth grade teacher for three years, but having taught in open classrooms in Washington, D.C. and having spent extensive time observing primary education in preparation for a book, Casey was already a leader among Deerfield's teachers. He'd been exploring ways of taking his own classroom into the community and wanted involve more teachers. "Barbara Cole had just been hired as part-time staff for the Environmental Studies Project when we began to look at Career Education closely," Casey recalls. "We realized that we didn't need to wear two hats, that there's a substantial link between environment and career awareness, especially at the elementary level and especially in rural Vermont."

They had the support of Superintendent Truesdell who feels that career education is a new and challenging area. "This society", he says, "is closed. Try to really observe what professional people do, for example, and even you and I would have a hard time. Kids are really kept from knowing what goes on. I asked a kid what he thought his father did for a living. He said, 'He goes away and gets into a hole and makes money.' His father was a salesman. We really don't know much about how kids or people decide what they want to do, what turns them toward people or toward objects," he states, adding that there's very little theoretical groundwork on which to base most career education. "Maybe the best thing we can do is provide experiences that go through time, that are long enough or recurrent, and to make sure that kids have access to information."

That first year, federal money amounted to just under $7,000 for career education with another $5,800 coming from the local school district. Casey

and Barbara each worked part-time on the project. Barbara proved to be a valuable role model as well as career education resource. She left a job as a biology teacher at Marboro College to work at Deerfield Valley, but kept her post in the laboratory of the Wilmington Health Center and continued to help her husband (a elementary-junior high principal) and their five children run the family's small farm. The two project staff began to set up the central Resource Room and identify with teachers the kinds of field trips and resource people that would fit into their class schedules.

During the second year of the project, the federal money was slightly increased: $8,870 from the same source, the Exemplary Project (Part D) funds from the Vocational Education Amendments Act of 1968 administered through the U.S. Offfice of Education. These funds paid for Barbara's time and that of Nicki Steel as additional substitutes for the newly introduced "release time" concept. The school district raised its second-year contribution to $11,500 which allowed Casey to work full time as project director. In addition, the district allowed some regular educational supplies money to be earmarked for the project and okayed the use of school buses for field trips. A Vermont law allowing any licensed bus driver to operate school buses helped the project save on transportation costs. Barbara, Casey, and two other teachers obtained their bus operators' licenses and regularly drive for field trips. The project is aware of equipment which can be furnished by the district, and capitalizes on the shared use of cassette tape recorders, projectors, videotape units, and photography equipment.

How the Program Developed

Many elements of the program were developed simply through experience, as teachers and staff learned how to work with each other. Casey and Barbara set up a central Resource Room to be the headquarters for Career Education and Environmental Studies. They developed some strategies for staff teaching, began collecting ideas for field trips and community visitors in a Resource Guide, and began locating parents interested in getting involved with the school's activities.

In the course of the project's two-year development, some changes were made as problems arose, while other changes were undertaken by administrators

and teachers to improve the open-school concept or implement the Career Education Project in classrooms. On the whole, teachers feel they have been involved with the new program's directions. Says one, "We didn't really have problems taking on career education...we solved things together as they came up."

Nevertheless, aside from the general adjustment required to teach in the new school structure, the project's emphasis on field trips, visiting resource people and career education information did present challenges to Deerfield's teachers. Not all teachers were equally receptive to planning field trips, felt able to bring in community people, or were eager to change their regular subject orientation to include careers and occupational information. Some felt they didn't have the extra time to plan activities around field trip topics or the expertise to talk about various occupations. Some were uneasy dealing with the more affective areas associated with career education such as self awareness, identification of interests, and decisions about lifestyles and career rewards. Others were not sure how to start incorporating career information into the basic skills and, after years of teaching in closed classrooms, were not sure about how to use extra staff. In addition, parents were still becoming accustomed to a school routine which allowed children to leave school in small groups, design special projects and learn basic skills in new ways. Teachers did not articulate these concerns in opposition to career education; most were willing to try more new ideas. More important, Casey, Barbara and Sid had planned for the new project to begin gradually and with maximum support to teachers.

Training Teachers

Staff training was deliberately low-key. Casey and Barbara began with the established monthly staff meetings. On these Curriculum Days school is dismissed at noon and teachers spend a half day writing new curriculum, planning joint class activities, or solving problems. "We started gradually", Casey says. "Each Curriculum Day Barbara and I would have something related to career education on the table -- two or three project suggestions with materials and directions for using them. Often we'd discuss the rationale for talking about work or careers; we might suggest ways they could incorporate a project into social studies, or reading." Soon teachers were trying

these ideas out and beginning to make suggestions for other projects. Casey and Barbara quickly found that working individually with teachers was the best way to talk about combining career education and subject areas. "Most important," Casey notes, "our in-service was, and continues to be, one-to-one relationships with teachers. We spend a lot of time exploring what the teacher's goals are for the next few weeks and work with each one to help them come up with their own ideas." Casey believes there's no substitute for this one-to-one working relationship: "When people ask me how they can possibly manage that kind of arrangement in a larger school, I tell them they just have to find some way to make it happen, because the workshop approach doesn't work for this kind of project. Workshops are fine if you're going to introduce 'A Thousand and One Career Education Activities You Can Do with Your Class', and we've done that, but it doesn't work for really planning the kinds of activities that make up this project."

Teachers are enthusiastic about this individual support from Casey and Barbara. One says, "Barbara comes and says, 'What are you working on?' and we're both off immediately into new ideas." Another says, "I only have to mention an idea to one of them and they start adding to it -- it mushrooms. They add things to a trip or a project that really make it worthwhile."

During the first year of the project Casey and Barbara both made themselves generally available to all teachers. They were not used as much as they would have liked by some teachers, yet occasionally there were so many demands for their time that they could not adequately follow-up on projects they had helped initiate. The second year they split responsibility for individual teachers, allowing teachers, where possible, to choose which staff they'd work with. Then Barbara and Casey scheduled a specific time each week when they'd drop by the classroom to help a teacher conduct an activity or plan future projects. Teachers like being able to count on this one-to-one time, and staff feel they're being used more efficiently. "We have time to do better follow-up with projects, says Barbara, "and we still have time to work on big projects involving several teachers."

The Project Now

- Field Trips and Community Resources

Sharing responsibilities for classroom activities has led naturally to sharing ideas and responsibilities for field trips and visiting community people. A valuable product of the project's experiences is the Resource Guide put together with information supplied by teachers and students as well as project staff. The Guide is more than a simple listing. Entries are organized by areas and by distance from the school. Each listing includes the person's address and phone number, the preparation required for teacher and students, size of group that's appropriate, times for visits, and all features about the place or person likely to tie into classroom studies.

A partial list from the Resource Guide shows the scope of occupations students have visited or worked with: pharmacist, coin collector, historian, restaurant owner, candy store operator, candy factory manager, police, dairy farmer, auto mechanic, civil and sanitary engineer, surveyor, machine tool maker, homemaker, printer, potter, meat cutter, plumber, postal worker, maple sugar maker, sawmill hand, ski patrol personnel, and many, many more.

Because field trips are used so extensively in this school and sharing responsibility is emphasized, project staff's role in planning and conducting the trips is important. There's an informal agreement among teachers and career education staff that whoever comes up with the idea is responsible for the major arrangements for the trip or project, although back-up support and additional ideas are provided by staff. Most suggestions for major trips, however, still come from Casey or Barbara because they have the most time for arrangements. Teachers know that Barbara, Casey or Nicki can carry on knowledgably in their classrooms, and if they get stuck in their planning, staff are always ready to help. "There's a lot of work involved in planning a field trip the way we usually do it," one teacher admits. "There are so many nitty-gritty details that I just wouldn't always be able to handle if Casey and Barbara weren't there. And field trips can't just come from anywhere -- they really have to be tied in with what we're doing. When we do something here, it's because there's a desire to do it, not because it says in the curriculum 'Field Trip Here'."

Nitty-gritty details include preparing people at the field trip site for the age, size, and interests of the visiting group. Staff also pick up buses or arrange for cars; schedule parents or volunteers to accompany the kids; develop introductory materials on each subject and collect information for use during and following the trip. The latter requires a great deal of time, since they routinely bring in material on related career fields, historical information, and even develop learning exercises to keep kids engaged during bus rides.

Teachers say they've learned much from Barbara and Casey about expanding the field trip experience beyond the trip itself. The 3 R's, science or other basic skills become naturally enmeshed in the experience. "Not long ago we took a trip to a museum in a nearby town," one teacher relates. "We did some reading and preparing reports before the trip about the kinds of things we would see there. We put together information on the history of all the little towns along the way and we talked about them on the bus. Kids who lived near the towns or had been there on a visit had something to contribute. On the way back we had the kids estimate how far they thought a mile would be. Then we had material for social studies and math."

Many staff find it impossible to describe one activity without mentioning the equally interesting projects that grew out of it. "Remember when the kids visited with the man who did bird banding?" one recalls. "That led to a whole week of activities. They did migration patterns of all kinds of animals, made overlay maps of patterns in different seasons, charted flight and travel routes, classified birds and animals."

In planning field trips, parents are more than token participants. When a father who is a TWA co-pilot offered to help out with a tour of a commercial jet, the excursion was set up so children could get the most out of the experience. He came to the school three times beforehand to discuss maps, charts, and photographs detailing the plane's layout so the kids would know what to look for. At the airport, the group inspected the plane, watched security operations, and talked to a number of employees in the terminal building. At the last minute, the control tower agreed to let small groups of kids watch air controllers "talk down" planes as they approached the field. The father had also organized a tour of an in-flight

food preparation center and the local air museum to round out the experience, in each case making sure key workers were on hand. Perhaps most important, this father took time to describe, as many visitors or field trip guides do, what he liked about his job. He talked about how he became interested in flying, how he began and what effect his job has on his own children and family, thus giving kids an idea of the decisions and lifestyle that are associated with that particular job.

When people begin to talk candidly about their jobs, there are sometimes surprises in store. As children crowded around to watch workers lay the foundation for a schoolyard greenhouse, one man answered several questions and then said directly to the group, "You kids better stay in school and go to college so you won't have to do this."

On a trip to a military post by the seashore a group of sixth-graders listened intently as a young enlisted man described his duties and responsibilities and then said confidentially, "They tell you it's really fun to learn to do all these things, but I think it's sort of like being in jail." Teachers and project staff say it's often at least as important to know what you don't want, as it is to know what you do want to do.

Children have a lot to say about what kinds of trips and projects they do. Asked how field trips are planned, one fourth-grade girl answers, "Well, we just talk about where we'd like to go, and then we decide when." On the average trip every child in the school goes on five trips a year; an average trip is 30 minutes from the school. Although children are still eager to take trips, staff report, they're beginning to feel they have choices -- that they can participate in trips they really want to go on and choose not to go on others if they're absorbed in other projects. Even now, teachers say, field trips are not usually seen as ways to get out of school. "Sometimes we do more work in going on one of these trips than we used to do on a whole unit in class," one remarks. Many older groups are involved in the planning of their trips, with responsibility for arranging equipment, lunches, sources of information, and their own materials.

- Resource Center

The Career Education/Environmental Studies Center is close to the school's Learning Resource Center and Math Lab where children are accustomed to working independently or in small groups. The Career Education Center is a kid's dream, packed with homemade reference boxes labeled "beekeeping", "stamps", "birds", "book-binding", "paper-making"; there are projectors and screens, a videotape playback deck, maps, a rack of pamphlets on birds and trees and flowers; brushes, paints, easels, tools, tape measures, nature signposts, and much more. "The kids have really learned to make use of this room and the people who are here," a fifth-grade teacher reports. "They're always coming up to say, 'Can I ask Mrs. Cole or Mr. Murrow if they have something to help us with this insect?'" Barbara and Casey make themselves available for such individual projects, and on occasion, when a particularly independent student has forgotten to tell the regular teacher about a project, staff alert the teacher so she or he can help if necessary or look for ways to share the project with the class.

Aside from the Resource Guide and activities developed by teachers which have been written down, this project is not a "paper project". Instead, staff, teachers, and kids have concentrated on collecting materials and ideas that can't be bound into curriculum guides -- videotapes, audio tapes, slides and photographs, stories, art prints, books, displays, furniture, exhibits. Most of all, the project's resources are teacher and student skills in recognizing learning opportunities, in planning individual projects, and in using various media to communicate and display what they have learned.

Children have been made real partners in collecting, recording, and sharing of career information. Nearly all classrooms depend on reports by various small groups of kids to expand their understanding of particular occupations or interests. To facilitate such reports, the project has made audio and videotapes, photography equipment and individual journals a part of regular classroom procedure. These records of projects and interests also give kids perspective on their own growth and achievements.

A photography lab set up and operated with the help of local professionals provided the chance for older children to teach younger ones how to use it. Audio recordings allowed children to conduct interviews with people on-the-job

in local businesses. An audio library was established but discontinued when staff found that tape files were used more often when they were kept in the classrooms of the children who made them. (Staff at this school are flexible enough to use whatever works best.)

Deerfield's Parents and Community

"Because of career and environmental education," one Deerfield teacher observes, "not only do we go places and see more, but we have more coming in. The school is really becoming the life of the community." On a single evening in October the school building was being used by three groups. Teachers and parents were having one of two yearly conferences to discuss individual children's progress. Another group of teachers, community people and a few parents were holding a workshop session on parent-child communications. In a third area, an environmental group was meeting to discuss state plans for timber cutting. The building was busy with activity until nearly midnight.

Once parents actually saw the school in action, it became easier to involve them in helping teach their children. One way of involving parents was a program called ELF (Environmental Learning for the Future) introduced at the Vermont Institute of Natural Science in Woodstock, Vermont. This program trained parents to teach environmental studies. Casey recognized a good way of bringing parents into the school for projects in environmental and career education, and contacted the program to ask them to modify their workshops for use in the Wilmington area. He also put together a questionnaire asking parents if they were interested and what skills and areas of expertise they'd be willing to share with the school. Response proved good, and a particularly interested parent named Liz Saunders took on the job of contacting parents and helping scheduled ELF workshops. When parents completed the workshops, Liz coordinated their visits to the school for projects with classes. Those willing to come back many times were included in the Resource Guide.

Parents also tutor in classrooms and accompany groups on field trips. Others open their businesses and homes for class excursions. Peter Gabaeur, Manager of the Wilmington branch of the Vermont National Back, is a parent who hosts Deerfield Valley students. "I've never seen a school that involves

so many parents," he says. Having been a summer home owner in the area for many years, Peter became interested in the new elementary school three years ago when his children began to reach school age and he moved to Wilmington from Westchester County, New York. I enjoy having groups of kids come to the bank," he reports. He shows them how the vault works, takes them behind the window to learn how the teller keeps track of money, talks with them about credit and loans. They come back as customers, he says, sooner than you'd think. When the fifth grade opened a small supplies shop at school called The Pencil House, they opened an account to record sales, profits and dividends.

Bob Rosso is another parent who likes to host Deerfield Valley students at the barnboard factory he manages. He's happy about the excitement his kids bring home from school, and his interest in what youngsters learn about careers is more than a passing enthusiasm. Bob believes kids need to know all they can about jobs, careers and decision-making because he's not optimistic about what's available for them if they stay in Wilmington. "Let's face it," he says, "other than the ski industry, there are only three choices available to most kids when they graduate from high school in this town. They can work for the machine tool company, join the army, or leave. I want to build up this business and help attract other businesses so there'll be more opportunities around here." Bob's company specializes in treating new wood to look like weathered barnboard, but his guided tours of the factory are only one service he provides. He gives the school discounts on lumber for various projects. He's presently helping build cupboards in one of the classrooms, and other occasions he's helped groups of kids design and build bird houses from scraps of barnboard material.

Sharon Adams is a parent who was concerned about the changes in the school after the new building was constructed. Not only did she visit the school to learn about the new classroom arrangements, she ran for and was elected to one of the three school board positions. A long-time resident of Wilmington and operator with her husband of one of the last dairy farms in the area, she too has opened her home and farm to groups of children from the school and accompanies groups on field trips. She wanted to be sure her children were not missing out on the basics of education to take trips and do special projects. "I think that some of the field trips are not as interesting to all the kids as they might be," she says, and acknowledges

that some children do better in less structured atmospheres than others. "But it really comes down to whether you have faith in the teachers at the school, and I do think we have good teachers there," she says.

What Makes the Program Work

The questions raised by Sharon Adams and other parents are questions that teachers and administrators at Deerfield Valley take seriously too, but not over-anxiously. To those who ask "How do you know kids are learning the 'right' things?" "What's the proper mix between 'basic' skills and other projects?" they say that there are many answers, that answers to those questions must be worked out for individual children with parents, teachers and with the children themselves.

Evaluating the mix of career education and other learning is very much a part of the way teachers identify their own goals and evaluate their progress in this school. Teachers acknowledge responsibility for the progress of each child in the classroom in reading, spelling, writing, speaking, mathematical computation and problem-solving, environmental and career studies, and school behavior. The school does provide some guidelines. For example, says Sid DuPont, "The minimal goal is to have each child work each day for forty-five minutes in reading." This is minimum. Teachers are allowed to organize their classrooms formally or informally, to deal with children individually or in groups, according to the ways they work best.

Evaluation has many forms here and is part of the process of teaching basic skills in new ways. "We do some standardized testing," responds one teacher. "We know the objectives for each of the grade levels we teach and we observe the children closely. Many activities don't actually teach skills, they only reinforce, or you can find out how well the child has mastered it. You look and say, 'Gee, he can't put ten pennies in the jar marked ten,' so you begin to find out why it is he can't do that -- whether he doesn't understand the number ten, or can't count all the way."

Teachers of older kids are also on the lookout to identify needs of their students. In the course of doing social studies and communications, one teacher reports, "We designed interest surveys and made lists of job skills and talked with visiting people about how they decided on the job

they're doing. But when we began to talk about what they wanted to do in the future, what they would be like in 20 years, I was surprised to find out how many kids didn't think they could be anything. I heard a lot of, 'I can't do this' and 'I'll never be able to do that.' I'm trying to develop new projects to help kids recognize their skills, and I tell them all the time that they can do any job if they are really interested in it and want to learn it."

As they become more adept at combining career-topics and basic skills, teachers express the idea that career education activities don't "take time away" from the learning of basic skills, but are used to reinforce the use and need for those skills. "We use our trips and projects as starting points," a teacher explains, "then we read other books, we write stories and descriptions." "The way I see it," another adds, "the scope and sequence of our curriculum still comes from us, but career education allows us to explore many things."

As head teacher, Principal Sid DuPont spends much time with individual kids and with teachers and is available to help teachers who need or ask for assistance. With increased use of release time, kids come in contact with more than one teacher. Teachers report that in general they're much less concerned with their own territories and the children who "belong" to them. "We don't just consider our classes as only ours now," says one. "We feel responsible for helping and watching out for all the kids in the school. We know them better, and they know us. I can help a child or intervene in an every day situation which involves kids not in my classroom, and their teacher doesn't feel that she hasn't done her job with them."

Individual teaching styles remain varied, and this is considered an asset. There's some effort to match teachers' styles with the learning needs children and parents feel are most important. As a result class sizes vary; the average is 18 but one or two classes have as few as 12. Matching students and teachers is not always possible in a small school. Still, the options are there and classrooms are open enough that children can from time to time seek out a teacher with whom they feel most rapport.

Parents are urged to participate in assessing how their children are doing at parent-teacher conferences in October and March. Report cards are

sent home in January and June, and intermittent progress reports also keep communication open. Moreover, parents know they're welcome at Deerfield Valley any time. Like the children, teachers have learned from resource people coming into the school. Some have been affiliated with Deerfield Valley for significant periods of time -- for instance, a Fulbright fellow studying the cognitive mapping skills of children. Because this school is innovative, it attracts visitors who are often asked to share impressions and ideas. Finally, everyone has learned from experience -- how much time should elapse between a project and follow-up so the experience can be properly absorbed; what size group is manageable for teachers and meaningful for kids; how staff can best use their time. At Deerfield Valley informal assessment is done day by day -- it is not relegated to a particular staff-training day only, nor to the end of the year. Mutual respect among teachers and between administrators and teachers is evident.

Transplanting Deerfield

The question is nearly inevitable: Could other schools incorporate Deerfield Valley's approach to elementary education? "I'm convinced that this career education project could operate well in an 1890's building," says Casey Murrow. "You wouldn't have the movement among classes as easily, but even with the usual doors and walls arrangement, you could have the same kinds of projects and trips, a similar integration of career awareness with regular classroom learning, that we have."

The key to making this program work elsewhere seems to lie in developing similar working relationships between project staff, administrators and teachers. To argue for or against the implementation of this project at other schools on the basis of a single personality or building structure would be unproductive.

Other schools might easily adopt certain features of this program, for example, the allocation of one teaching position to coordination of project activities or revolving substitute staff on a release time concept. School supply budgets can be used for equipment and materials important for career education. Like Deerfield Valley, a school could make school buses available for trips during the day, subsidize transportation or earmark supplies for use by the project.

The real question of replication raised by this program is whether a particular school has a nucleus of interested people who are willing to work toward an atmosphere where new directions are encouraged. The involvement of parents, community people, teachers of different views and children of various abilities can, it appears, follow from such an impetus.

The important thing, Deerfield Valley staff feel, is the recognition that opportunities for learning exist in many settings, only some of which are classrooms. Deerfield Valley has defined career education as "awareness" -- of the environment and community, of people and the jobs they do, of the relationship between jobs, community roles and lifestyles. Parent Bob Rosso says his children love what they're doing at Deerfield Valley: "We spend the first half hour of every dinner just talking about what went on at school." Liz Saunders says kids don't hate school now, as she remembers doing. On the contrary, she insists, "They just hate to leave school."